

Lesson Number and Title: Lesson 1 – The 2016 Olympics in Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to identify where the Olympics were, what events were held, and how many medals both Brazil and the U.S. won.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will answer a bell work question to gauge their knowledge of the 2016 Olympics and Brazil.	<u>Materials</u> Paper Pen(cil)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Go over the <i>Marking the Text</i> strategy with the students, and do the first paragraph as an example.	<u>Material</u> Paper Pen(cil) Marking the Text PowerPoint Marking the Text overview sheet Brazilian flag <u>Reading</u> News clip summarizing 2016 Olympics in Rio de Janiero
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students mark the text, discuss with a partner, then discuss with the class.	<u>Materials</u> Paper Pen(cil) Marking the Text overview sheet <u>Reading</u> News clip summarizing 2016 Olympics in Rio de Janiero
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Exit ticket about one fact that they learned about the Olympics	

Lesson Number and Title: Lesson 2 – The Geography of Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to identify Brazil on a map of the world, the capital of Brazil, bodies of water, and other major landmarks.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will complete a short map quiz answering questions about a map of South America.	<u>Materials</u> Paper Pen(cil) Map of South America Map Questions
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Discuss the geography of Brazil with the students with a short lecture.	<u>Material</u> Paper Pen(cil) Cornell Note paper Geography of Brazil PowerPoint Photographs of Brazilian landscapes
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Provide students a list of locations and landmarks to find on the map. Hand out blank maps of Brazil and have students identify the key cities, bodies of water, and landmarks.	<u>Materials</u> Paper Pen(cil) Colored pencils Blank map of Brazil
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student created maps of Brazil and ability to locate these locations and landmarks in the future.	

Lesson Number and Title: Lesson 3 – Brazilian Portuguese	
Lesson Description:	
Learning Outcomes: Students will be able to understand and use introductory Portuguese, including hello, my name is ____, how are you, and goodbye.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will answer a quickwrite question about the significance of language and communication.	<u>Materials</u> Paper Pen(cil) Quickwrite prompt
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Have short discussion about the significance of language and communication using student answers. Explain how different countries use different languages. Introduce them to and lead them in learning basic Portuguese phrases.	<u>Material</u> Portuguese vocabulary <u>Reading</u> Portuguese vocabulary reference sheet
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will study phrases and pronunciations with a partner. Using the vocabulary, students will create a short dialogue with their partner.	<u>Materials</u> Paper Pen(cil) Portuguese vocabulary <u>Reading</u> Portuguese vocabulary reference sheet
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student dialogues using the new vocabulary involving hello, my name is ____, how are you, and goodbye.	

Lesson Number and Title: Lesson 4 – The Politics of Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to identify major political parties in Brazil and some of their platform points.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will have a short discussion about the structure of politics in the United States, and what they believe the government should be in charge of providing to its citizens.	
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Go over the Jigsaw strategy with the students, and do an example with them.	<u>Material</u> PowerPoint outlining Jigsaw strategy Jigsaw Example
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Jigsaw about politics in Brazil. Students will be grouped and given an outline of a political party in Brazil. They mark the text, answer the questions as a group, then report out to the class.	<u>Materials</u> Jigsaw worksheets Overview of political parties <u>Reading</u> Short overview of political parties
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student jigsaw worksheets and ability to accurately teach their classmates the information.	

Lesson Number and Title: Lesson 5 – The Economy of Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to understand the rate exchange of money from dollars to reais, and balance a budget based on the minimum wage in Brazil.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will complete a quickwrite about how they make and spend money, and how they prioritize their spending.	<u>Materials</u> Paper Pen(cil)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Short lecture on the value of money and how it changes and how that value changes from country to country. (1 BRL is approximately 3 USD)	<u>Material</u> Brazil Budget PowerPoint Paper Pen(cil) Cornell Note paper Brazilian reais Brazilian centavos
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Have students create a budget for their needs and wants based on the minimum wage in Brazil.	<u>Materials</u> Paper Pen(cil) Budget worksheet
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student understanding of the Brazilian economy and successfully balancing their budget.	

Lesson Number and Title: Lesson 6 – Religion in Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to identify major religions in Brazil and an understanding of how Christianity and African religions blend in Brazil.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will do a quickwrite about their knowledge of African religions.	<u>Materials</u> Paper Pen(cil)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Discuss religion in Brazil; Christian background and blending of African religion and Orixas.	<u>Material</u> PowerPoint outlining religion in colonial Britain and blending of African religion Cornell Note paper Orixa doll (Oxum) Carybe Orixas drawings/carvings
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will complete a double bubble map comparing Candomble and either Christianity or Islam.	<u>Materials</u> Paper Pen(cil) Double bubble map
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student created comparison chart of religions	

Lesson Number and Title: Lesson 7 – Women and Blacks in Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to identify major issues surrounding women and the portrayal of women in the media in Brazil.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will look at two images on the board (one of Brazilian women and one of Afro-Brazilians) and write down what they think the meaning of each photo is.	<u>Materials</u> Paper Pen(cil)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Discuss women’s rights and portrayal of women in Brazil juxtaposed with the rights and portrayal of women in the United States. Discuss black rights and portrayal of blacks in Brazil juxtaposed with the rights and portrayal of women in the United States.	<u>Material</u> PowerPoint discussing women’s rights and portrayal of women and Afro-Brazilian’s rights and portrayal of Afro-Brazilians Photographs of Brazilians
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will participate in the discussion and take Cornell notes. Students will have small discussion groups based on the new information to share ideas and thoughts.	<u>Materials</u> Paper Pen(cil) Cornell Note paper
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student ability to identify similarities about women and blacks in the United States and Brazil	

Lesson Number and Title: Lesson 8 – Minorities in Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to discuss major ideas concerning women and blacks and the portrayal of both in the media.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will write one fact that stuck out to them the most from the previous day’s lecture on a Post-It, and place it under the appropriate heading “Women” or “Afro-Brazilian.”	<u>Materials</u> Pen(cil) Post-Its
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Review notes from previous discussion concerning women and blacks in both Brazil and the United States.	
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Philosophical Chairs activity about portrayal of women and blacks in Brazil compared to in the United States – positives and negatives.	<u>Materials</u> Student notes Philosophical Chairs Pre-Discussion Organizer Philosophical Chairs Reflection
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student ability to identify and discuss similarities about women and blacks in the United States and Brazil	

Lesson Number and Title: Lesson 9 – Music and Art in Brazil	
Lesson Description:	
Learning Outcomes: Students will be able to identify African themes in art and music.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will create a short list of what they think identifies African art and music.	<u>Materials</u> Paper Pen(cil)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Discuss different types of music and art in Brazil. Highlight Afro-Brazilian instruments.	<u>Material</u> Art and Music in Brazil PowerPoint Audio clips of samba, bossa nova, and music of capoeira (CDs purchased in Brazil) Jewelry from Brazil Photographs of art from Brazil Table settings crocheted in Brazil Pandeiro and recorder Berimbau statue
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will create their own version of a ganza.	<u>Materials</u> Dried rice and beans Empty pop cans Construction paper Stickers
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student discussion and ganza instruments.	

Lesson Number and Title: Lesson 10 – Capoeira and African Culture	
Lesson Description:	
Learning Outcomes: Students will be able to identify Afro-Brazilian instruments and role in capoeira, and how capoeira helped keep African culture alive.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will watch a short clip of Capoeira and write a paragraph about what they think it is that they are watching.	<u>Materials</u> Paper Pen(cil) Capoeira video clip
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Review Afro-Brazilian instruments and role in capoeira.	<u>Material</u> Afro-Brazilian Instruments PowerPoint Capoeira by Sonia Rose
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
A member of a Detroit Capoeira club will come talk to the students about the history of Capoeira. If the speakers are unavailable, students will watch a video about Capoeira while writing down questions that they still have.	<u>Materials</u> Paper Pen(cil) National Geographic - Seven Deadly Arts - Capoeira video
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Exit ticket about one new thing they learned about Afro-Brazilian music and/or Capoeira.	

Lesson Number and Title: Lesson 11 – Research Project	
Lesson Description:	
Learning Outcomes: Students will be able to discuss cultural, political, and societal issues in Brazil.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will complete a quickwrite about their project proposal and include the topic, the format of their project, and why their project will exemplify Brazilian culture.	<u>Materials</u> Paper Pen(cil)
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Introduce research project, create groups, assign topic and roles. Students must create a presentation on their chosen topic in Brazilian culture. (PowerPoint, art project, song/rap using unit vocabulary, or other suggested by students)	<u>Material</u> Project overview PowerPoint
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will do research and create a presentation on their chosen topic in Brazilian culture. (PowerPoint, art project, song/rap using unit vocabulary, or other suggested by students). Ideas will be discussed and summarized with a Socratic Seminar.	<u>Materials</u> Paper Pen(cil) Laptops/Ipads Colored pencils Glue Art materials (brought in by students) Socratic Seminar Overview
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student presentations and discussion in Socratic Seminar	

Marking the Text

A close reading and comprehension activity

1



NUMBER THE PARAGRAPHS

Number the paragraphs in the reading (any time there's an indent). As with page numbers, paragraph number will act as a reference so that you can easily refer it to later.

2



CIRCLE KEY TERMS, CITED AUTHORS, AND OTHER IMPORTANT WORDS/NUMBERS

You might circle: key concepts, lesson-based vocabulary, names of people, names of places, dates, names of historical events, numbers, repeated words, and anything relevant to the reading purpose.

3



UNDERLINE AUTHOR'S CLAIMS, EVIDENCE, AND INFORMATION RELEVANT TO READING PURPOSE

Relevant information might include central claims, evidence, facts about a person, place, thing, or idea, description of a person, place, thing, or idea, cause and effect relationships, repeated words, and anything relevant to the reading purpose.



INTRODUCTION TO PORTUGUESE - BASIC PHRASES

English	Portuguese	Pronunciation
Hello	Ola	Oh-la
Good morning	Bom dia	Bom-gia
Good afternnon	Boa tarde	Bo-ah-tar-gee
Good evening	Boa noite	Bo-ah-noy-che
Bye	Tchau	Chow
Please	Por favor	Poor-fah-vor
Thank you	Obrigado/Obrigada	Oh-bree-gah-do/dah
You're welcome	De nada	Gee-nah-dah
I'm sorry	Desculpe	Dez-cool-pe
How are you?	Como vai?	Co-mo-vie
Yes	Sim	Seem
No	Nao	Now
What is your name?	Qual e o sue nome?	Qual-a-oh-sue-know-me
My name is _____	Meu nome e _____	Me-oh-know-me-a _____
Nice to meet you	Muito prazer	Moy-toe-prah-zer
I'm hungry	Estou como fome	S-tow-co-mo-foam-a
Congratulations	Parabens	Para-benz
Good luck	Boa sorte	Bow-ah-sore-chay
Happy Birthday	Feliz aniversario	Fa-leez-ann-e-ver-sorry-o

Brazil: Political parties

Brazil is a federal republic with a presidential system. The 2014 Presidential elections marked the fourth consecutive victory for a Workers' Party (PT) candidate. Dilma Rousseff was elected for a second term (2015-19), on the same platform as her predecessor Luís Inácio (Lula) da Silva.

Background

The first Republican period in Brazilian history (1889-1930) was characterized by antagonism between the strong regional parties of the two powerful states of São Paulo (PRP) and Minas Gerais (PRM). The first ideological parties appeared early in the 20th century. Chief among these were the Brazilian Communist Party (PCB) and Brazilian Integralist Action (AIB) – inspired by the Italian Fascist Movement. Until 1929, the position of President alternated between candidates supported by PRP and PRM in successive electoral periods. This came to be known as 'milk and coffee politics'. The 1930 revolution, which initiated the Vargas Era, marked the end of this agreement. Getúlio Vargas governed in various forms until 1945, most significantly between 1937 and 1945, under the New State (Estado Novo) regime. During this time, political parties were prohibited and only returned with re-democratisation in 1945. The period between 1945 and the military coup of 1964 saw the creation of the first Social Democratic Party (PSD), initiated by Vargas's most conservative allies, the Brazilian Labour Party (PTB), founded by Getúlio Vargas himself, and to the conservative right-wing National Democratic Union (UDN), which brought together most of Vargas's opponents. In 1951, Getúlio Vargas was democratically elected for a term with PTB. After the military coup of 1964, the new regime banned existing political parties. In 1966, it introduced Institutional Act No 2 (AI-2) establishing a bipartisan system: the National Renewal Alliance (ARENA) represented the regime, and the Brazilian Democratic Movement (MDB) the formal opposition. Brazil gradually returned to a multiparty system after 1979. When civilian government was restored in 1985, ARENA split, forming the Progressive Party (PP) and the Democrats (DEM). The MDB was renamed PMDB in 1980. The current coalition government includes the PT, the centrist PMDB and several smaller, centre-left parties.

Political and electoral system

The President of the Republic is both Head of State and of the executive. Presidential elections are held every four years, together with those of the members of the two Chambers of Congress and of the 27 governors (26 States and the Federal District (DF)). The electoral process is governed by Brazilian Electoral Law No 9054 of 1997, by the Constitution, and by the resolutions of the Superior Electoral Court (Tribunal Superior Eleitoral (TSE)); it is carried out electronically by universal suffrage and direct and compulsory vote for citizens between 18 and 70 years of age. For those aged between 16 and 18, or over 70, voting is voluntary. The President

and State Governors are elected by majority vote. According to the Brazilian Constitution (art. 14 § 5o), the President can be elected for no more than two consecutive terms but reserves the right to run for President again in the future. If no candidate receives an absolute majority, a second round between the two leading candidates is convened. The bicameral Congress consists of:

The Federal Senate (Senado Federal): has 81 Members (three per state and three for the DF), elected on a majority basis for a term of eight years. Representation in the Senate is renewed every four years, as one third or two thirds, respectively, of seats are filled in alternate national elections.

The Chamber of Deputies (Camara dos Deputados): with 513 Federal Deputies, elected by proportional representation, who serve a four-year term. Seats are distributed according to state population, from a minimum of eight seats (for the eight smallest states and the DF), to a maximum of 70 seats (State of São Paulo). Currently there are 46 women (9%) in the Lower House and 11 in the Senate (13.6%). The latest Presidential elections took place in October 2014, and were won by Dilma Vana Rousseff of the PT, who pledged to revitalise the economy and fight corruption. Her main opponents were Aécio Neves of the Party of Brazilian Social Democracy (PSDB) and Marina Silva of the Brazilian Socialist Party (PSB). In a second round between Dilma Rousseff and Aécio Neves, the current President won her second term by a 51.65% majority.

Current political parties

The Workers' Party (Partido dos Trabalhadores, PT) is a centre-left party created in 1980 out of the labour union movement. It represents the battle for greater participation of workers in politics and the emancipation of exploited sectors of society. PT is ideologically situated in the socialist and social democratic camp, but criticises social democracy for the lack of an alternative to neoliberalism. Former President Lula (2003-10), was one of the founders of the party. Of all Brazilian political parties, the PT holds the largest number of seats in the Chamber of Deputies (14%).

The Party of the Brazilian Democratic Movement (Partido do Movimento Democrático Brasileiro, PMDB) is the government's main coalition partner and the party of the current Vice-President, Michel Temer. PMDB is a centrist neoliberal party and the successor to the 1966 MDB party. Since the end of the dictatorship in 1985, it has consistently maintained the largest representation in at least one of the two houses of Congress, currently the Senate (22%). Some members of the PMDB have recently criticised the government for its isolationist policy in the area of trade and argued that Brazil should pursue trade agreements more actively.

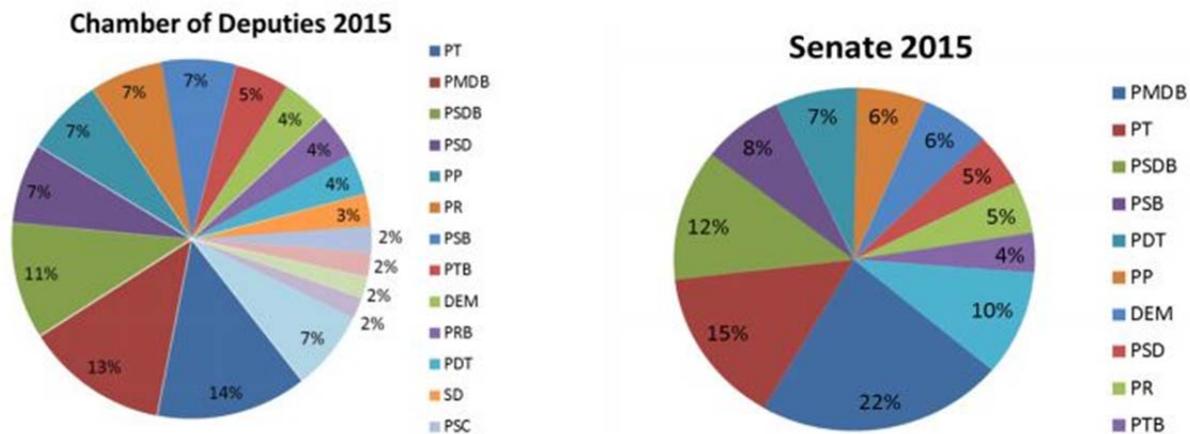
The Brazilian Social Democracy Party (PSDB) is the main opposition party. It was founded in 1988 by social democratic PMDB dissidents, who disagreed with that party's growing relations with the right-wing under President José Sarney. PSDB adopted a modernising, social-democratic programme. Under Fernando Henrique Cardoso, PSDB President (1995-2002), Brazil adopted a new currency, the Real, and managed to reduce longstanding inflation. In 2010, the PSDB candidate, Aécio Neves, won 48.35% of votes.

The Brazilian Socialist Party (PSB) dates back to 1947. It was outlawed during the military regime of 1964, when many of its members joined the MDB, and was recreated in 1985 as a left-wing party situated between social democracy and radical socialism. In 1989, it cooperated with the PT and the Communist Party of Brazil (PCdoB) to create the Popular Brazil Front (FBP), which put forward Lula da Silva's first candidacy.

The Democrats (DEM), renamed in 2007, succeeded the PFL (Party of the Liberal Front), which emerged from the division of ARENA and brought together its more liberal members. A conservative party, it advocates economic neoliberalism and forms part of the main opposition to the current government.

The governing coalition also includes the Social Democratic Party (PSD), the Progressive Party (PP), the Republican Party (PR), the Brazilian Republican Party (PRB), the Democratic Labour Party (PDT), the Republican Party of the Social Order (PROS) and the Communist Party of Brazil (PCdoB). Other parties represented in Congress include the Brazilian Labour Party (PTB) – Getúlio Vargas's old party re-established in 1981; the Green Party (PV); the nationalist National Order Reconstruction Party (PRONA); the Social Christian Party (PSC); the communist Socialism and Liberty Party (PSoL) and the Brazilian Communist Party (PCB). Political parties are governed by the law on political parties. There are 32 parties registered with TSE.

Figure 1 – Current shares of seats in Parliament, by party



Data source: IPU.

Brazil and the EU

Since 2007, Brazil and the EU have a Strategic Partnership, which is implemented through Joint Action Plans. High-level summits are held annually. Brazil is a founding member of Mercosur, which has been in the process of negotiating an Association Agreement with the EU since 1999. Relations at regional level are also conducted in the framework of the EU-CELAC Summit. The EU is Brazil's biggest trading partner and foreign investor. In July 2014, the EP created a new Delegation for Relations with Brazil, in addition to the existing Delegation for Mercosur. In 2014-17, the EU will give support to Brazil via the new Partnership Instrument.

Name _____

Topic _____

As you read and discuss with your group, write down important facts about your topic. Write a summary based off of your important ideas, and write down any other facts you find important or interesting. After you have become an expert on your own topic, you will share your findings with a group of classmates, and learn about their topics as well.

Important Ideas 1. 2. 3.
Summary
Other Facts

Budget Worksheet

Monthly Income. Enter your gross income from all sources. For income received infrequently, such as bonuses or tax returns, calculate the annual income, then divide by 12 to find the monthly amount. (Remember, R\$ is Brazilian Reais)

Source	Gross Income
Job	R\$880

Monthly Expenses. Since many expenses are variable, such as utilities and groceries, it is important to average these expenses.

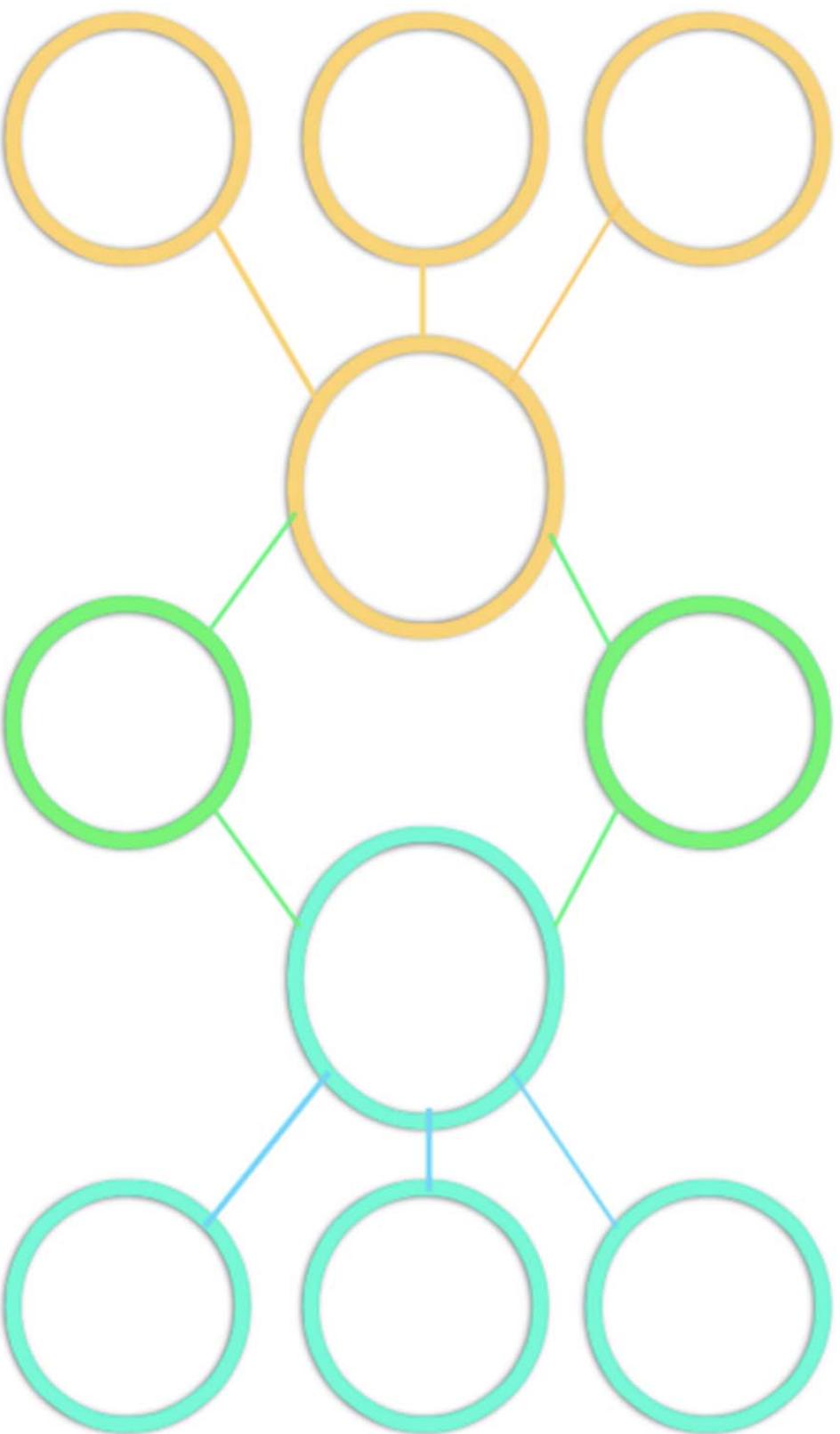
Category	Expense	Average Per Month
HOUSING	Rent/Mortgage	
	Gas/Electric	
	Water/Sewer/Garbage	
FOOD	Groceries/Household Items	
MEDICAL CARE	Doctor/Chiropractor	
	Optometrist/Lenses	
	Dentist/Orthodontist	
	Prescriptions	
TRANSPORTATION	Car Payment #1	
	Car Payment #2	
	Registration	
	Gasoline/Oil	
	Maintenance/Repairs	
	Public Transportation/Tolls/Parking	

PERSONAL	Beauty/Barber	
	Clothing/Jewelry	
	Cosmetics/Manicure	
ENTERTAINMENT	Cable/Satellite	
	Movies/Concerts/Theater	
	Books/Magazines	
	CD/DVD	
	Dining Out	
	Sports/Hobbies	
	Vacation/Travel	
MISCELLANEOUS	Laundry	
	Internet Service	
	Pet Care	
	Cell Phone	
	Other	
	Other	
	Other	
TOTALS		

Bottom Line. Once you have determined the total of your take-home pay and expenses you are ready to determine your bottom line. Subtract the total of all expenses including debt payments from your net income. If the result is a positive number, you can add the extra money to your savings to reach your goals sooner. If your expenses exceed your income, you'll need to make some adjustments to bring your finances back into balance.

Total Monthly Income	Total Expenses	Balance
	-	=

DOUBLE BUBBLE MAP



Name: _____

Date: _____

Hour: _____

Central Statement:

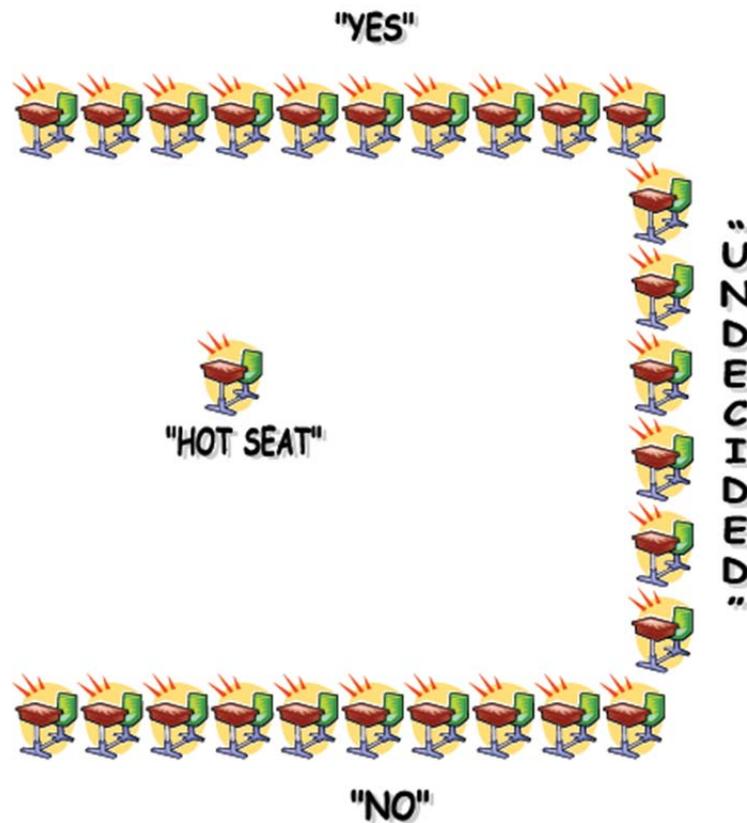
Agree (2-3 reasons):

Disagree (2-3 reasons):

Summarize your current position on the central statement above:

Philosophical Chairs

During Philosophical Chairs the classroom is divided into a horseshoe shape, and students are given a statement to think about. Students are asked to come up with 2-3 reasons to agree with the statement, and 2-3 reasons to disagree with the statement. Students then divide based on whether they agree or disagree with the statement and sit in opposing rows. A member of the agree side begins the discussion, giving their reasons for agreeing with the statement. This is followed by a member from the disagree side summarizing the previous speaker's argument, and then giving their reasons for disagreeing with the statement. If anyone changes their opinion in the course of discussion, they should move to the opposing or undecided row. At the end of the exercise students are encouraged to evaluate the discussion and fill out a reflection.



Procedures

- Students are then presented with a critical thinking question that will elicit thought and discussion.
- Chairs are then placed in the horseshoe arrangement.
- Students will then argue the merits of the question and that their choice of seat during the discussion will illustrate their position. They will have the opportunity to move as their minds change.
- Encourage each student to speak at least two times.

Philosophical Chairs – Student Guidelines

- **Read** the material for the debate and the opening statement carefully; be sure you understand it.
- **Listen** to the person who is speaking.
- **Understand** the person's point of view.
- **Contribute** your own thoughts, offering your reasons as succinctly as possible.
- **Respond** to statements only, not to the personality of the person presenting it.
- **Change** your mind about the statement as new information or reasoning is presented.
- **Move** to the opposite side or to the undecided chairs as your thinking grows and changes.
- **Support** the Mediator in maintaining order and helping the discussion to progress.
- **Reflect** on the experience via the closing activity or assignment.

Philosophical Chairs Reflection

Please respond openly and specifically to the following questions:

1. What was the most frustrating part of the exercise?
2. What was the most successful part of the exercise?
3. What was said that caused you to change your seat, or what was said that caused you to not change your seat?
4. What conclusions can you draw about how you form your beliefs?
5. What conclusion can you draw about the nature of forming beliefs as it might relate to this activity?

Socratic Seminar



Rationale

The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion around ideas in the text rather than asserting opinions. Through a process of listening, making meaning, and finding common ground students work toward shared understanding rather than trying to prove a particular argument. A Socratic seminar is not used for the purpose of debate, persuasion, or personal reflection, as the focus is on developing shared meaning of a text.

Step 1 - Selecting an Appropriate Text/Topic

Socratic seminars are based on close textual analysis so it is important to select a text that provides ample avenues for interpretation and discussion. If you choose a simple text where the meaning of it is fairly straightforward, there won't be much for students to discuss. Also, the text should not be too long to read closely in the allotted amount of time. Often teachers select a text ranging from one paragraph to one page

Step 2 - Preparing Students for the Seminar

Before beginning the seminar, it is essential that students have time to prepare ideas. Students should annotate the text before the start of the class



discussion. (If students do not know how to annotate a text, you should model this for them.) Often teachers assign a discussion leader who generates a few open-ended questions that can be used to begin the seminar.

Step 3 - Contracting

Socratic seminars have rules that may not apply to other forms of discussion, so before beginning the seminar, it is important that everyone is aware of the norms.

Step 4 - The Socratic Seminar

A Socratic seminar often begins with the discussion leader, a student or the teacher, asking an open-ended question. A typical Socratic seminar opening prompt is: What do you think this text means? Silence is fine. It may take a few minutes for students to warm-up. Sometimes teachers organize a Socratic seminar like a fishbowl, with some students participating in the discussion and the rest of the class having specific jobs as observers. Socratic seminars should be given at least fifteen minutes and can often last thirty minutes or more. As students become more familiar with Socratic seminars, they are able to discuss a text for longer periods of time without any teacher-intervention.

Step 5 - Reflect and Evaluate

After the Socratic seminar, give students the opportunity to evaluate the seminar in general and their own performance specifically. This can be an in-class or a homework assignment. You can create evaluation forms to help with this step. Students can also reflect on their comfort level during the seminar and high points of engagement and disengagement. Reflecting on the seminar process helps students improve their ability to participate in future discussions. Here are some questions you might discuss or write about when reflecting on the seminar: