*Anthem* and Enlightenment Socratic Seminar

For our assessment on this unit you will be participating in a Socratic Seminar that focuses on the essential questions from our work in social studies on the Enlightenment as well as Ayn Rand’s novel *Anthem*. You will be collecting evidence and research throughout this unit to bring into your seminar.

**Essential Questions:**

There are SIX essential questions for this unit. You will be responsible for collecting information and evidence for the **bolded** questions, plus at least one more. However, all six questions are available for discussion in the seminar, so it is to your advantage to fill out organizers for all six questions. The questions are as follows:

* **What does it mean to be human?** (history)
* **What role should the government play?** (history)
* **How do we define ourselves as individuals?** (history / English)
* Can we control our fate? (English)
* How can fear be used to manipulate? (English)
* What should our future look like? (English)

**Texts:**

You will have a variety of texts and other pieces of evidence at your disposal for this seminar. We will cover most of this list in class, but some of the pieces listed are supplemental and can be looked at on your own time for discussion preparation.

* History notes and activities
* Primary sources from Philosophes
* *Anthem* by Ayn Rand
* *The Giver* by Lois Lowry (or other dystopian texts)
* Pink Floyd- “[Another Brick in the Wall](https://www.youtube.com/watch?v=PDl6iuku_mw)”
* Good Charlotte- “[The Anthem](https://www.youtube.com/watch?v=desJKYvdq9A)”
* [*The Wanderer Above the Sea Fog*](https://www.artble.com/imgs/3/f/4/534414/wanderer_above_the_sea_of_fog.jpg) (art)
* “[Invictus](https://www.poetryfoundation.org/poems/51642/invictus)” (poem)

**Materials Provided:**

During the next three weeks, you’ll have access to the texts mentioned above. As we learn more about the Enlightenment and read *Anthem*, you will be asked to capture your thoughts related to questions on a thought log. These logs will be a place to gather textual and in class evidence, as well as your opinions. Thought logs will be an ongoing task during reading and class and will be part of your English grade.

Towards the end of the unit, you will use graphic organizers to organize your argument for the Socratic Seminar. These six organizers will be part of your overall seminar grade and count as a grade for BOTH English and social studies.

**What do I need to do?**

* Consider your own thoughts, experiences, and biases as they relate to these questions.
* Keep notes during the next three weeks on information from social studies or quotes from the text that might support answering each question.
* Explore additional resources that might support your argument.
* Prior to the Socratic Seminar, complete the attached organizers.

**Open-Ended Questions for a Socratic Seminar**

When preparing for a Socratic Seminar, it is often helpful to write questions to stimulate your thinking as well as advance the discussion. Below is a list of sentence stems you may use to help prepare questions for our seminar on the Enlightenment and *Anthem*. Feel free to write questions/statements in the space provided and bring those to to our discussion.

* What puzzles me is…
* I’d like to talk with people about…
* I’m confused about…
* Don’t you think this is similar to…
* Do you agree that the big ideas seem to be…
* I have questions about…
* Another point of view is…
* I think it means…
* Do you think…
* What does it mean when the author says…
* Do you agree that…
* What would happen if....
* How do you interpret the reasons…

**Question 1\*: What does it mean to be human?**

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| Evidence (from text or class)(Include page numbers and document title ) | Commentary | Counter Argument/opposition  |
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**Question 2\*: How do we define ourselves as individuals?**

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| Evidence (from text or class)(Include page numbers and document title ) | Commentary | Counter Argument/opposition  |
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**Question 3\*: What role should government play?**

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| Evidence (from text or class)(Include page numbers and document title ) | Commentary | Counter Argument/opposition  |
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**Question 4: Can we control our fate?**

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| Evidence (from text or class)(Include page numbers and document title ) | Commentary | Counter Argument/opposition  |
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**Question 5: How can fear be used to manipulate?**

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| Evidence (from text or class)(Include page numbers and document title ) | Commentary | Counter Argument/opposition  |
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**Question 6: What should our future look like?**

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| Evidence (from text or class)(Include page numbers and document title ) | Commentary | Counter Argument/opposition  |
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