

# Theban Plays Socratic Discussion

## Prepare Your Position-25 points

1. Answer the questions as assigned with each text
  - a) First, state your position in 2-3 sentences in the blue bar marked “Position” (See template, p.3)
  - b) Next, find at least 3 direct quotes (no summaries or paraphrases) from *Antigone* and/or *Oedipus Rex* to support your position. Write this in the “Evidence from Text” column on the template.
  - c) Additional support from supplemental articles by Bernard Knox, Robert Fagles, or Graham Johnson may also be included. **They are in addition to quoted material.** Scripture and historical evidence may also be used. Include evidence from these sources in the “Evidence” column after the quotes
  - d) Provide an analysis of your support. This may be in note form as long as the analysis is clear.
2. Additional questions will form as you prepare: write these under “Additional Questions” to help guide and direct the discussion on the day of the discussion
3. You may use the template as a brainstorming guide; however, the **final analysis/prep should be typed with MLA formatting including a Works Cited page. It should also be submitted to Turnitin.com.**

## In-Class Socratic Discussion Expectations (30 pts)

The class will be divided into participants and active observers (coaches), with each student taking turns as both participants and observers. The pairs of participants/observers will be chosen by the tutor.

### The Participants:

- Must support their opinions with evidence from the text
- May speak at any time during the seminar with respect for the other participants
- May refer to other works the class has read if applicable to the text
- May ask relevant questions of other participants

### The Coaches:

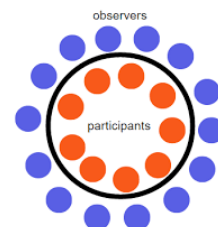
- Must evaluate the participant's performance during the seminar
- Must provide oral and written feedback to the participant after the seminar
- May not speak to their participants during the seminar
- May not speak to other participants or coaches during the seminar

### **Guidelines:**

- ✓ Come prepared with your annotated text and your prep work
- ✓ Be an active listener and speaker. Contribute to the discussion
  - No side discussions
  - No talking over each other
  - Monitor your own “air time” (aka don’t dominate the discussion)
  - One Voice - only one person can speak at one time
- ✓ Be respectful (even if you do not agree)
- ✓ Use evidence or examples from your reading
  - You must back up statements with textual evidence (with specific page numbers)
  - Explain your answers - a simple yes or no is not acceptable you must explain
- ✓ Address each other by name and use “I” phrases
  - I agree with \_\_\_\_\_ because \_\_\_\_\_
  - I disagree with \_\_\_\_\_ because \_\_\_\_\_
- ✓ No raising hands
- ✓ Anyone may ask questions of the group at any time. Talk to the group, not to the teacher

On the day of the Socratic discussion the room will be arranged with an inner and outer circle to promote conversation. You will be assigned a partner. Do not trade names.

As the **participant**, you will sit in the inner circle and confirm or refute the evidence. Each student must participate in the discussion to receive participation points. The **observer** will sit in the outer circle, evaluating your partner’s participation through the evaluation form.



## **Rubric for Expected Participation:**

### **Level A**

- Participant offers enough solid analysis, without prompting, to move the conversation forward
- Participant, through comments, demonstrates a deep knowledge of the text and the question
- Participant has come to the seminar prepared, with notes and a marked/annotated text
- Participant, through comments, shows active listening to other participants
- Participant offers clarification and/or follow-up that extends the conversation
- Participant's remarks often refer to specific parts of the text.

### **Level B**

- Participant offers solid analysis without prompting
- Through comments, participant demonstrates a good knowledge of the text and the question
- Participant has come to the seminar prepared, with notes or a marked/ annotated text
- Participant shows active listening and offers clarification and/or follow up
- Participant relies more upon his or her opinion, and less on the text to drive comments

### **Level C**

- Participant offers some analysis, but needs prompting from the seminar leader
- Through comments, participant demonstrates a general knowledge of the text and question
- Participant is less prepared, with few notes and no marked/annotated text
- Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments
- Participant relies more upon his or her opinion, and less on the text to drive comments

### **Level D/F**

- Participant offers little-to-no commentary
- Participant comes to the seminar ill-prepared with little understanding of the text and question
- Participant does not listen to others, offers no commentary to further the discussion
- Participant distracts the group by interrupting other speakers or by offering off topic questions and comments

**Antigone Task: Fill in charts with Assertions and Evidence for the questions below.**

1. In *Antigone*, Antigone takes a stand for what she believes. Is she right? Or, is she insolent? When, if ever, is it right to go against the laws of government? Support from any of the Theban plays and Scripture.
2. In *Antigone*, Haemon exhorts Creon to be willing to change saying, ““It’s no disgrace for a man, even a wise man / to learn many things and not to be too rigid” (lines 794-796). What does Sophocles mean by this? Sophocles holds that man learns through suffering, but is suffering the only effective teacher?

Position:	
Evidence from Text	Analysis

**Additional questions to consider:**

**Position:**

Evidence from Text

Analysis

**Additional questions to consider:**

***Oedipus the King* Task: Fill in charts with Assertions and Evidence for the questions below.**

3. In *Oedipus the King*, could the Theban royal family have avoided their tragic fate? Why or why not?
4. Sophocles presents two different kings in *Antigone & Oedipus Rex*. Through these characters, what can be understood about leadership?

<b>Position:</b>	
<b>Evidence from text:</b>	<b>Analysis</b>

**Additional questions to consider:**

**Position:**

Evidence from Text

Analysis

**Additional questions to consider:**

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Theban Socratic Prep

I. Antigone Position: (2-3 complete sentences)

A. Evidence

1. Quote (with proper punctuation and citation)
2. Quote
3. Quote
4. Additional quote from outside texts

B. Analysis

1. These can be in note form
- 2.

C. Questions for discussion

1. Question
2. Question

II. Antigone Position (follow steps above for all 4 questions)

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**Reminders:**

1. Follow standard outline formatting
2. Must include a properly formatted Works Cited page at the end of the prep