Fitzgerald Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preparing for Socratic Circle Discussion of Supreme Court Cases related in

"Ten Supreme Court Cases Every Teenager Should Know"

* Note which cases you are assigned in the article

|  |  |  |
| --- | --- | --- |
| Group 1 | Group 2 | Group3 |
| * ***New Jersey v. T.L.O.* (1985)** * ***Ingraham v. Wright* (1977)** * ***Santa Fe Independent School District v. Jane Doe* (2000)** | * ***Kent v. United States* (1966)** * ***Hazelwood School District v. Kuhlmeier* (1988)** * ***Vernonia School District v. Acton* (1995)** | * ***West Side Community Schools v. Mergens* (1990)** * ***Grutter v. Bollinger* (2003)** * ***DeShaney v. Winnebago County Social Services* (1989)** |

* Read your cases
* Look over the sheet that helps you organize the key points of the case. You can fill this out if you would like to very prepared.
* Questions to consider -
  + What facts do you think were most important?
  + Do you understand the issue?
  + What part of the Bill of Rights is involved?
  + What question is being asked of the court?
  + What do you think about the positions of the two sides?
  + What did the Supreme Court decide and why?
  + How do you feel about this decisions?
  + What are your thoughts about the decision?

Remember that **in a Socratic Circle discussion**,

* I will not guide the discussion. I will introduce the topic and leave the group to begin. I will only step in for two reasons:
* a group member is overly dominating despite attempts of others to stop this domination.
  + the goal is for the group to send this message themselves - members who do receive credit for this
  + If the group does nothing to stop it, neither will I
* misinformation has been offered and no one has corrected it and now this misinformation is being used as the basis of continuing the discussion
  + the goal is for another group member to correct the misinformation - members who do will receive credit

Look over the characteristics of a great discussion on the back of this sheet.

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**Qualities of successful participation in a discussion, as brainstormed by students** -

* ideas shared -
  + freely
    - students enters into the flow of ideas
    - without being called upon or pressed or expecting other to wait unnaturally
  + in a timely manner - not far removed to the ideas being reacted to
* a reasonable amount of ideas are shared based on the time available and the size of the group
  + the student would be considered an equal or strong participant in the discussion
* ideas clear
  + might also help clarify the ideas of others
* ideas well developed by detail – student does not just offer a thought with no explanation or development
  + may also help develop the ideas of others
* reflects that student has listened to the ideas of others and seeks the ideas of others
* "bounce off of" or "flow from" ideas already shared
* comments are open-ended in nature
  + - the way the thought is worded invites the thoughts of others
    - do not shut down the thoughts of others
* respectful of others and does not make the discussion a competition
  + shows body language and eye contact of a good listener
    - looking at the person speaking,
    - turning toward the person speaking,
    - nodding or giving verbally acknowledgment of the speakers ideas,
    - asking questions of the speaker, etc.