Examining Adolescent Issues through Young Adult Literature
Facilitating a Socratic Seminar

Essential Question: How can Socratic Seminars be effectively used to inform the audience about adolescent issues portrayed in young adult literature

The Task
1. Identify the issue(s) in the books.
2. Research the issue(s).
3. Choose appropriate pieces of text(s) for seminar discussion.
4. Develop one or two open-ended questions to which the students may respond.
5. Facilitate the Socratic Seminar.

Information Seeking Strategies
1. Each student reads his/her books and identifies the major issue(s).
2. Each student locates a minimum of three sources related to his/her issue(s).
3. Each student takes notes on notesheets about the issue(s).
4. Each student selects text for the seminar which reflects one or more of the issues.

Uses of Information
1. Each student develops an open-ended question or two which serve to generate discussion.
2. Each student develops some follow-up questions to ensure a sustaining discussion.
3. Each student provides the participants with the guidelines for the seminar.
4. Each student through his/her facilitation helps the class derive or see the deeper meaning of the text.
5. Each student helps the participants develop a deeper understanding of the text by asking clarifying questions.
6. Each student works to involve all participants in the discussion.
7. Each student is a participant as well as the facilitator.

Synthesis
1. At least three days prior to the scheduled seminar, each student submits an open-ended question or two, 4-5 follow-up questions, and a copy of the text pieces which will be used for the discussion.
2. Each student runs a Socratic Seminar which is at least twenty (20) minute in length.
3. Each student provides updates as requested.

Evaluation
Each student writes a reflection evaluating the success of the seminar. The reflection must include comments about his/her role and about the participation of the class members.