Guidelines for Spider Web: Relationships

Guidelines:

https://www.liveabout.com/your-7-step-guide-to-healing-unhealthy-relationships-1021806
https://www.psychologytoday.com/us/articles/201201/are-you-the-right-mate
http://goodguyswag.com/12-ways-build-healthy-teen-relationship/

Basic Setup of a Spider Web Discussion is much like a Socratic Seminar

● Before the discussion, the instructor will provide students with an essential question that will provide the basis for a sound discussion. Students should prepare tangential open-ended questions that may lead to dialogue on the given subject. They need not prepare answers—a Socratic Seminar is never “scripted.”
● On the day of the seminar, all students will sit in a circle with the instructor on the outside.
● One or two students will be elected as leaders to facilitate and help monitor the group discussion.
● ALL STUDENTS SHOULD BE ENGAGED AND PARTICIPATE IN THE DISCUSSION RELATED TO THE QUESTIONS.

Spider Web Discussion: Relationships

Probing Question: - How do healthy relationships differ from unhealthy relationships?
Sub Questions: - What are the qualities of a healthy relationship?
- How do guys differ in their ideas about relationships?
- How can one improve an unhealthy relationship?

There are three steps to preparing for a successful Spider Web Discussion:

I. Questions
Keeping in mind our essential question, please prepare 4 questions for the Socratic Seminar at DOK (depth of knowledge) Level 3. Level three questions connect themes to real life and generally lead one to think of even more questions. (Avoid speculative (“what if?”) or closed-ended questions that could be easily answered with a yes/no or questions that can cleared up definitively and directly from the text. You do not need to respond to these questions.)

II. Research Recap
You will be expected to conduct research about healthy versus unhealthy relationships. You will do this by reading one teacher-chosen article (so that everyone is using one shared source) and at least one additional article online (please, an actual article—not someone’s tumblr rant) or other online source (for example a TED Talk, etc.). For EACH of the article(s)/source you choose, you will be expected to complete the following on the handout I will give you:
- 4 gist statements to summarize the big ideas outlined in the article or source
- A connection between the points in article or source and real life/their own lives
- 2 quotes from the article or source that stand out to them
- 4 questions for the Socratic Seminar at DOK level 3

You will submit your questions and your research recap in class the day before the Socratic Seminar. Please be prepared and plan ahead! This recap will count as part of the formative test grade and one daily grade. Late work will be graded for no more than half-credit as you will need this information to fully participate in the Socratic seminar.

III. The Seminar
On the day of the seminar, bring your copy of the article you read, your questions and your notes (which should include the Research Recap if you did not turn it in for some reason). The seminar will count as a formative grade.

III. Reflection on Spider Web Discussion
1. What important ideas did you hear from others?
2. What lasting idea or ideas will stick with you from the Socratic?
3. What did you think of the Socratic Seminar? List one thing you likes and one thing you dislike. What can be changed/improved? Would you want to do this again?

GRADING:
Research Recap & Questions – 40 points
Socratic Seminar participation – 50 points
Reflection on Socratic Seminar - 10 points
The Socratic Seminar will count as a formative test grade – If you are absent, you will need to write a 2 page report of your findings from your “Recap and Questions” (R&Qs) pages to make this up.
You are also to turn in your R&Qs which will count as an additional daily grade. Late R&Qs will only be graded for up to half-credit, as this assignment is necessary for full participation in the Socratic seminar.

**Graded Spider Web Discussion Guide**

Alexis Wiggins, “Spider Web Discussion: The Best Class You Never Taught”
alesiwiggins@gmail.com
www.modelsbydesign.wordpress.com
http://alesiwiggins.pbworks.com/

*Because this is a team effort, there will be a team grade. The whole class will get the SAME grade.*

This is what you need to do, as a class, to earn an A:

A truly hard-working, analytical discussion in which:

1. **Everyone** has participated in a meaningful and substantive way and, more or less, equally.

2. There is a sense of balance and order; focus is on one speaker at a time and one idea at a time. The discussion is lively, and the pace is right (not hyper or boring).

3. The discussion builds. There is an attempt to resolve questions and issues before moving on to new ones. Big ideas and deep insights are not brushed over or missed.

4. Comments are not lost, the loud or verbose do not dominate, the shy or quiet are encouraged.

5. Students listen carefully and respectfully to one another. There is no talking, daydreaming, rustling papers, making faces, using phones or laptops, etc. when someone else is speaking (this communicates disrespect and undermines the discussion as a whole.) Same goes for sarcastic and glib comments.

6. Everyone is clearly understood. Those who are not heard or understood are urged to repeat.

7. Students take risks and dig for deep meaning, new insights.

8. Students back up what they say with examples and quotations regularly throughout the discussion. Dialectical Journals and/or the text are read from out loud OFTEN to support arguments.

9. Literary features/writing style and class vocabulary are paid special attention and mention. There is at least one literary feature AND one new vocab word used correctly in each discussion.

The class will earn an **A** by doing all of this at an impressively high level. (Rare and difficult!) The class will earn a **B** by doing most things on this list (a pretty good discussion). The class will earn a **C** for doing half or slightly more than half of what’s on this list. The class earns a **D** by doing less than half of what’s on the list. The class earns an **F** if the discussion is a real mess or a complete dud and virtually nothing on this list is accomplished or genuinely attempted.

**Unprepared or unwilling students will bring the group down as a whole. Please remember this as you read, take notes on, and prepare for class discussion.**
**2018-19 Socratic Seminar: Relationships**

**Probing Question:**
- How do healthy relationships differ from unhealthy relationships?

**Sub Questions:**
- What are the qualities of a healthy relationship?
- How do guys differ in their ideas about relationships?
- How can one improve an unhealthy relationship?

---

1. 

2. 

3. 

4. 

---

**1st Article Title:**

**Author:**

Make four gist statements (short sentences) to summarize the most important ideas outlined in the article or source:

1. 

2. 

3. 

4. 

---

Make at least one connection between the points in article or source and real life/your own life

---

List two quotes from the article or source that stand out to you.

1. 

2. 

---

2. 

---

**2nd Article/Source Title:**

**Author and/or Web address of source:**

Make four gist statements (short sentences) to summarize the most important ideas outlined in the article or source:

1. 

2. 

---
(article 2, continued)
Make at least one connection between the points in article or source and real life/your own life

List two quotes from the article or source that stand out to you.
1.

2.

Now, create FOUR questions for the Socratic Seminar at DOK level 3.
1.

2.

3.

4.