

Rigor, Relevance, Results:

Intentionality in Planning Across the English Curriculum

KCTE Conference

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Philosophical Chairs

Learning happens when students use critical thinking to resolve conflicts, which can only happen when presented with alternative perspectives, ideas, or contradictions.

This technique is designed to allow students to...

- Critically think
- Verbally ponder
- Logically write and present their beliefs

Procedures

Before you Engage...

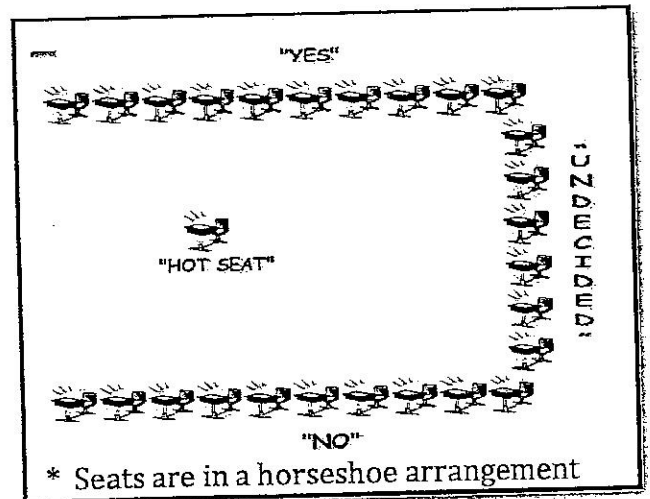
1. Choose a reading for students to do related to the topic you wish to discuss.
2. After reading and taking notes on a piece for class, the teacher presents them with a 2nd or 3rd level question that will elicit thought and discussions.
3. You may allow students to collaborate to create questions when they are ready.
4. Establish a moderator
 - The teacher can serve as the moderator so that everyone can participate or...
 - A student can be selected to serve as the moderator.
5. Set a time limit for discussion

Instructions for Students...

- ▶ Explain to students that they will discuss the merits of the question presented.
- ▶ If they believe the answer to the question is yes, they sit on the right side
- ▶ No sits on the left side
- ▶ undecided sits in the back of the horseshoe until they have chosen a side. Once you have chosen a side, you must make a statement that gives the reason for your decision.

Rules of Engagement (see page 5)...

1. To gain full credit, everyone must speak at least twice.
2. Wait for the moderator to recognize you before you speak.
3. You must first summarize the previous person's argument before you offer your thoughts
4. You may not speak again until two people have spoken
5. Address the idea, not the person
6. Keep an open-mind- change your position as new information or reasoning is presented
7. Move to the opposite side or the undecided chairs as your thinking grows and changes.



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8. Undecided people may only ask clarifying questions, they cannot make statements or express their opinion.

Language Starters

- ▶ I agree with _____ because _____, but I want to add _____.
- ▶ I disagree with _____ because _____.
- ▶ I'm not sure why _____ said _____. Could you explain what you mean?
- ▶ I understand your point _____, but I want to add/disagree/agree/ give another side: _____.
- ▶ This is what I think _____ is saying; _____.

Philosophical Chairs

Written Reflection Sheet

Please respond candidly and specifically to the following questions. Use complete sentences:

1. What was the most frustrating portion of the exercise?
2. What was the most successful portion of the exercise?
3. What was said that caused you to change your seat, or what was said that caused you not to change your seat?
4. What conclusions can you draw about how you form your beliefs?
5. What conclusion can you draw about the nature of forming beliefs as it might relate to this activity?

"Philosophical Chairs" Speech Rubric

Summary of Previous Speech:

1/Not Used = Did not do any summary 2/Little Used = Had a reference but not information 3/Acceptable Use = Made reference and included facts 4/Excellent Use = Restated arguments and included facts 5/Outstanding Use = Restated arguments and all facts

Thoughtful Reflection:

1/Not Used = Did not have understanding of the topic 2/Little Used = Had superficial understanding of the topic 3/Acceptable Use = Understood topic well enough to explain own argument 4/Excellent Use = Explained most of complexity of the topic 5/Outstanding Use = Complexity of the topic explained and used argumentation

Use of Specific Examples:

1/Not Used = No examples from the text 2/Little Used = One example from the text 3/Acceptable Use = Several examples from the text with some explanation 4/Excellent Use = Examples from the text with each explained 5/Outstanding Use = Examples from the text with each explained and extended to fit the argument

Usage and Grammar:

1/Not Used = Errors in agreement and non-standard English 2/Little Used = Informal English and words like "you know" and "thing" 3/Acceptable Use = Standard English usage and complete ideas 4/Excellent Use = Standard English usage with no mistakes and with use of some allusions 5/Outstanding Use = Standard English usage with not mistakes and with the use of allusions and precise references to develop arguments

"Philosophical Chairs" Score Sheet

Name _____ Evaluator _____
 Topic _____ Date _____

Speech 1

1 = Not Used 2 = Little Use 3 = Acceptable Use 4 = Excellent Use 5 = Outstanding Use

Summary of Previous Speech	1	2	3	4	5	
Thoughtful reflection	1	2	3	4	5	
Use of Specific Examples	1	2	3	4	5	
Usage and Grammar	1	2	3	4	5	
TOTAL						

Speech 2

1 = Not Used 2 = Little Use 3 = Acceptable Use 4 = Excellent Use 5 = Outstanding Use

Summary of Previous Speech	1	2	3	4	5	
Thoughtful reflection	1	2	3	4	5	
Use of Specific Examples	1	2	3	4	5	
Usage and Grammar	1	2	3	4	5	
TOTAL						