Incorporating Reading into CTE Classrooms

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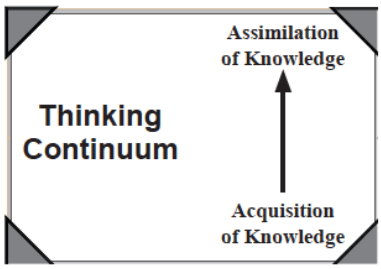
Chapter 1
Rigor/Relevance Framework

Introducing the Rigor/Relevance Framework

The Rigor/Relevance Framework® is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on the two dimensions of higher standards and student achievement.

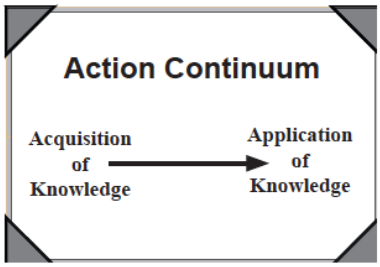


First, a continuum of knowledge describes the increasingly complex ways in which we think. This Knowledge Taxonomy is based on the six levels of Bloom's Taxonomy: (1) knowledge/awareness, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation.

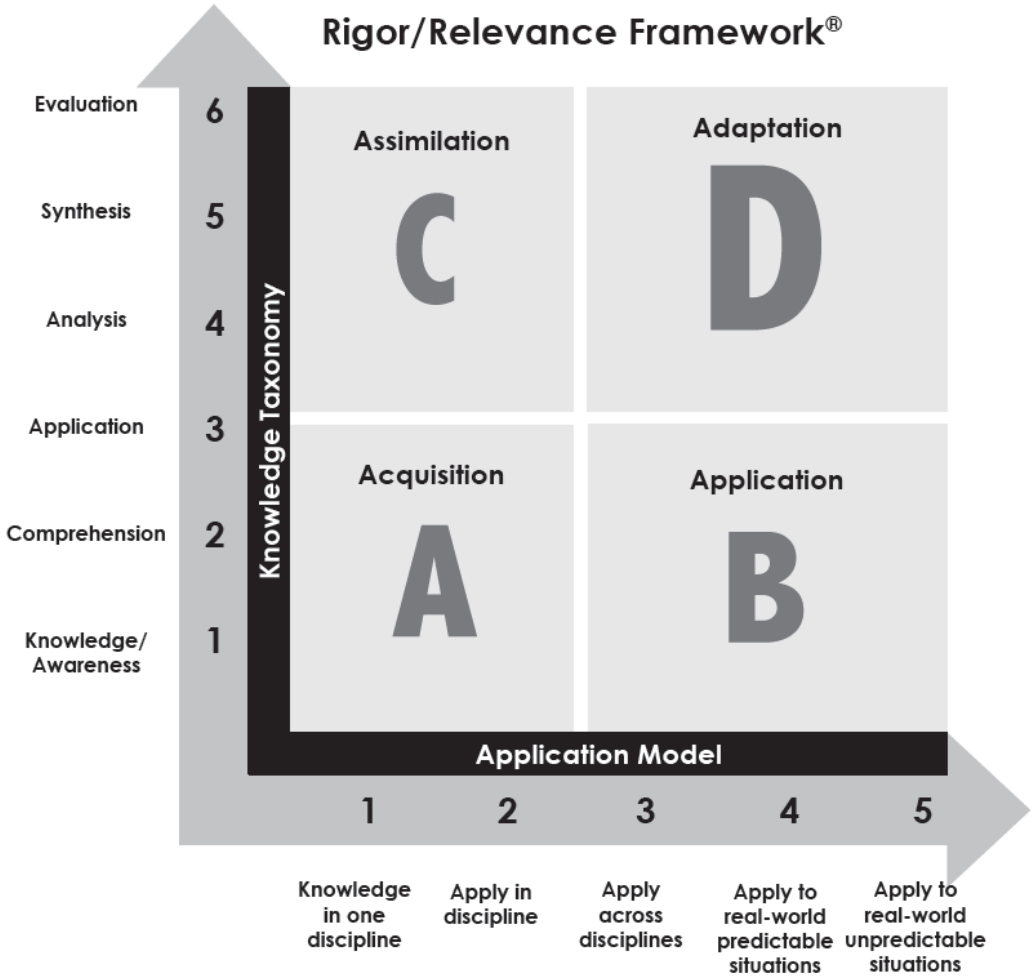
Bloom, B.S., *et al. Taxonomy of Educational Objectives*

The low end of this continuum involves acquiring knowledge and being able to recall or locate that knowledge in a simple manner. Just as a computer completes a word search in a word processing program, a competent person at this level can scan thousands of bits of information in the brain to locate that desired knowledge.

The high end of the Knowledge Taxonomy labels more complex ways in which individuals use knowledge. At this level, knowledge is fully integrated into one's mind, and individuals can do much more than locate information — they can take several pieces of knowledge and combine them in both logical and creative ways. Assimilation of knowledge is a good way to describe this high level of the thinking continuum. Assimilation is often referred to as a higher order thinking skill: at this level, the student can solve multi-step problems, create unique work, and devise solutions.



The second continuum, created by Willard Daggett, is known as the Application Model. The five levels of this continuum are: (1) knowledge in one discipline, (2) apply in discipline, (3) apply across disciplines, (4) apply to real-world predictable situations, and (5) apply to real-world unpredictable situations. The Application Model describes



Here is an example involving technical reading and writing.

Quadrant A

Recall definitions of various technical terms.

Quadrant B

Follow written directions to install new software on a computer.

Quadrant C

Compare and contrast several technical documents to evaluate purpose, audience, and clarity.

Quadrant D

Write procedures for installing and troubleshooting new software.

putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies action — use of that knowledge to solve complex real-world problems and create projects, designs, and other works for use in real-world situations.

The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant C represents more complex thinking but still knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C embraces higher levels of knowledge, such as knowing complex math and science, analyzing literature, and examining the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D are based on action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change or how to perform physical tasks in art or music. The ability to apply knowledge from a variety of sources to solve complex problems or create real-world products are types of Quadrant D learning.

Each of these four quadrants can also be labeled with a term that characterizes the learning or student performance.

Quadrant A — Acquisition

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

Quadrant B — Application

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

Quadrant C — Assimilation

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create unique solutions.

Quadrant D — Adaptation

Students have the competence to think in complex ways and also apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

The Knowledge Taxonomy describes the levels of rigor.

A Fresh Approach

The Rigor/Relevance Framework is a fresh approach to looking at curriculum standards and assessment. It is based on traditional elements of education, yet encourages movement to the application of knowledge instead of maintaining an exclusive focus on the acquisition of knowledge.

The framework is easy to understand. With its simple, straightforward structure, it can serve as a bridge between the school and the community. It offers a common language with which to express the notion of a more rigorous and relevant curriculum and encompasses much of what parents, business leaders, and community members want students to learn. The framework is versatile; it can be used in the development of instruction and assessment. Likewise, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals.

Defining Rigor

Rigor refers to academic rigor — learning in which students demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity. Rigorous learning can occur at any school grade and in any subject.

A versatile way to define the level of rigor of curriculum objectives, instructional activities, or assessments is the Knowledge Taxonomy Verb List. The Verb List can be used either to create a desired level of expected student performance or to evaluate the level of existing curriculum, instruction, or assessment.

An example of student performance at various levels follows. Notice each statement starts with a verb that comes from the appropriate section of the Knowledge Taxonomy Verb List. The expected achievement level for teaching about nutrition can vary depending on the purpose of the

Knowledge Taxonomy Verb List

1 Knowledge

arrange	match
check	name
choose	point to
find	recall
group	recite
identify	repeat
label	say
list	select
locate	write

2 Comprehension

advance	interpret
calculate	outline
change	project
contemplate	propose
convert	reword
define	submit
explain	transform
extrapolate	translate
infer	vary

3 Application

adopt	manipulate
capitalize on	mobilize
consume	operate
devote	put to use
employ	relate
exercise	solve
handle	start
maintain	take up
make use of	utilize

4 Analysis

assay	include
audit	inspect
break down	look at
canvass	scrutinize
check out	sift
deduce	study
dissect	survey
divide	test for
examine	uncover

5 Synthesis

blend	develop
build	evolve
cause	form
combine	generate
compile	make up
compose	originate
conceive	produce
construct	reorder
create	structure

6 Evaluation

accept	grade
appraise	judge
arbitrate	prioritize
assess	rank
award	rate
classify	reject
criticize	rule on
decide	settle
determine	weigh

Teacher Questions by Quadrant

Ask questions to summarize, analyze, organize, or evaluate:

- How are these similar/different?
- How is this like _____?
- What's another way we could say/explain/express that?
- What do you think are some reasons/causes that _____?
- Why did _____ changes occur?
- How can you distinguish between _____?
- What is a better solution to _____?
- How would you defend your position about _____?
- What changes to _____would you recommend?
- What evidence can you offer?
- How do you know?
- Which ones do you think belong together?
- What things/events lead up to _____?
- What is the author's purpose?

Ask questions to predict, design, or create:

- How would you design a _____ to _____?
- How would you compose a song about _____?
- How would you rewrite the ending to the story?
- What would be different today, if that event occurred as _____?
- Can you see a possible solution to _____?
- How could you teach that to others?
- If you had access to all the resources, how would you deal with _____?
- How would you devise your own way to deal with _____?
- What new and unusual uses would you create for _____?
- Can you develop a proposal that would _____?
- How would you have handled _____?
- How would you do it differently?

C D

A B

Note: Quadrants B and D involve students "doing" as well as answering questions, but these questions help to move students toward increased relevance.

Ask questions to recall facts, make observations, or demonstrate understanding:

- What is/are _____?
- How many _____?
- How do/does _____?
- What did you observe _____?
- What else can you tell me about _____?
- What does it mean _____?
- What can you recall _____?
- Where did you find that _____?
- Who is/was _____?
- In what ways _____?
- How would you define that in your own terms?
- What do/did you notice about this _____?
- What do/did you feel/see/hear/smell _____?
- What do/did you remember about _____?
- What did you find out about _____?

Ask questions to apply or relate:

- How would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- How can you demonstrate that?
- What observations relate to _____?
- Where would you locate that information?
- Calculate that for _____?
- How would you illustrate that?
- How would you interpret that?
- Who could you interview?
- How would you collect that data?
- How do you know it works?
- Can you show me?
- Can you apply what you know to this real-world problem?
- How do you make sure it is done correctly?

Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

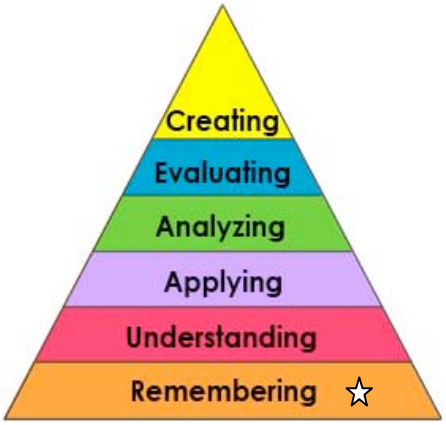
Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____?
How would you define _____?
How would you identify_____?
How would you recognize _____?
What would you choose _____?
Describe what happens when _____?
How is (are) _____?
Where is (are) _____?
Which one _____?
Who was _____?
Why did _____?
What is (are) _____?
When did _____?
How would you outline _____?
List the _____ in order.



Anderson & Krathwohl, 2001

Understanding-Comprehension

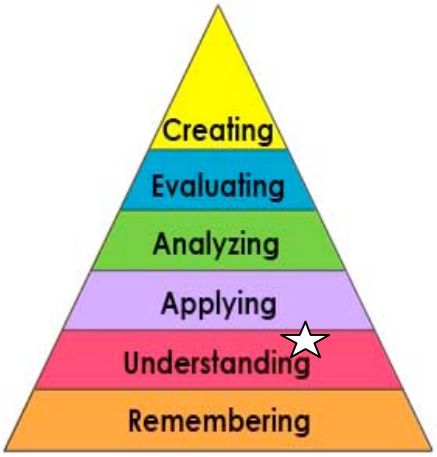
Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

Question prompts:

How would you compare _____? Contrast _____?
How would you clarify the meaning _____?
How would you differentiate between _____?
How would you generalize _____?
How would you express _____?
What can you infer from _____?
What did you observe _____?
How would you identify _____?
How can you describe _____?
Will you restate _____?
Elaborate on _____.
What would happen if _____?
What is the main idea of _____?
What can you say about _____?



Anderson & Krathwohl, 2001

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition, New York : Longman.

Applying-Application

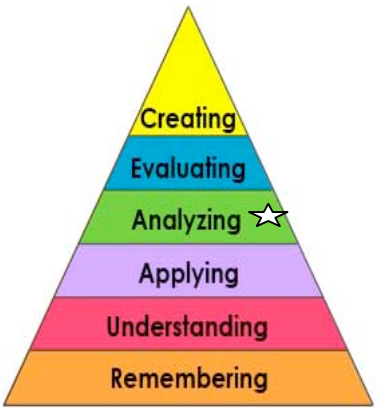
Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

Questioning prompts:

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?
How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?



Anderson & Krathwohl, 2001

Analyzing - Analysis

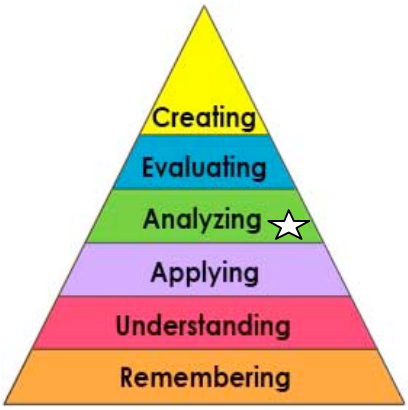
Break down a concept or idea into parts and show relationships among the parts.

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning prompts:

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?



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Evaluating- Evaluation

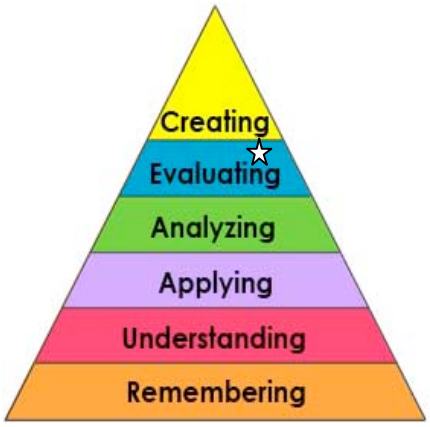
Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____?
What data was used to evaluate _____?
What choice would you have made _____?
How would you determine the facts _____?
What is the most important _____?
What would you suggest _____?
How would you grade _____?
What is your opinion of _____?
How could you verify _____?
What information would you use to prioritize _____?
Rate the _____.
Rank the importance of _____.
Determine the value of _____.



Anderson & Krathwohl,

Creating-Synthesis

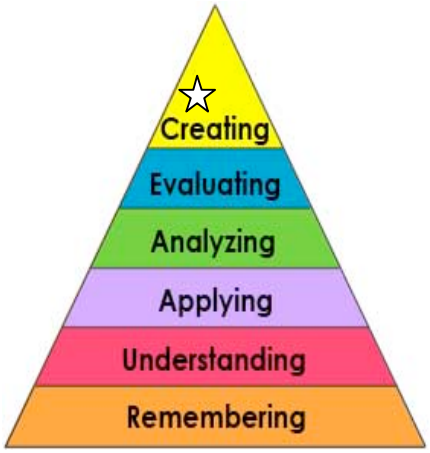
Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____?
What changes would you make to revise _____?
How would you explain the reason _____?
How would you generate a plan to _____?
What could you invent _____?
What facts can you gather _____?
Predict the outcome if _____.
What would happen if _____?
How would you portray _____?
Devise a way to _____.
How would you compile the facts for _____?
How would you elaborate on the reason _____?
How would you improve _____?



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Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with:

"That reminds me of…"
"I agree, because…"
"True, another example is when…"
"That's a great point…"

Sum it up:

Rephrase what was just said in a shorter version. For example, you can start your sentences with:

"I hear you saying that…"
"So, if I understand you correctly…"
"I like how you said…"

Inquire:

Understand what your classmates mean by asking questions. For example, you can start your questions with:

"Can you tell me more about that?"
"I see your point, but what about…?"
"Have you thought about…?"

Himmele, P. & Himmele, W. (2011) *Total Participation Techniques: Making every student an active learner.* Alexandria, VA: ASCD

Figure 6.3 Bounce Card

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Figure 6.3 Bounce Card

Trade A Thought

Name: _____ Date: _____

My thought:

_____

_____

Classmate's thought:

_____

_____

Classmate's thought:

_____

_____

Socratic Smackdown

A VERSATILE DISCUSSION-BASED HUMANITIES GAME TO PRACTICE ARGUMENTATION AROUND ANY TEXT OR TOPIC FOR GRADES 6 THROUGH 12

Print + Play
GAME PACK

INSTITUTE of PLAY

Games are powerful learning tools. At Institute of Play, we've seen games engage students in exciting and empowering ways.

Since 2009, we've designed more than 80 classroom games, which have been prototyped and used by teachers at Quest schools (Quest to Learn in New York City and CICS ChicagoQuest in Chicago). And now, we can't wait to share our library of teacher-tested, student-approved games with you!

Game design is a continuous and collaborative process. We would value your feedback about our games after you play them with your students! Join our Google+ community to share your thoughts with us and other educators.

GAME CONTENTS

WHAT IS IN THIS PACKET?

In collaboration with Quest teachers, Institute of Play developed this set of game materials and supporting resources for Socratic Smackdown. We invite you to explore this game pack to help you learn about the game in order to play it with your students.

GAME BASICS

WHAT IS IT?

Socratic Smackdown grew out of a need to support students in developing and practicing discussion skills. During the game, teams of 4-6 students discuss texts and use textual evidence to make connections and ask thought-provoking questions. Students win points whenever they make constructive contributions to the discussion and lose points if they exhibit disrespectful behaviors, such as interrupting their teammates. By the end of game play, students have learned how to work together as teams and a class and contribute meaningfully to a discussion. Quest teachers, like Rebecca Grodner, an 8th grade English teacher, have seen amazing changes in student engagement and discussion skills during and after game play.

"This game you are about to play created an amazing, authentic learning space and enabled my students to become self-directed learners who were excited to discuss challenging texts and topics."

– Rebecca Grodner, 8th grade English teacher, Quest to Learn, New York City

Rebecca Grodner
8th Grade English Language Arts Teacher-Designer, Quest to Learn, New York City

Rebecca Grodner was born and raised in Chicago and knew she wanted to be a teacher since she was a 7th grader. After earning her bachelor's degree in English from New York University, she taught on the Lower East Side in New York City. In 2012, she joined the faculty at Quest to Learn to teach 8th grade English Language Arts. She constantly thinks about how to better engage her students in learning and enthusiastically integrates games, technology, and design thinking into her teaching. She is also the Literacy Lead at Quest to Learn and runs an after-school bullying prevention group. Currently, Rebecca is continuing her learning by pursuing a Master's degree in Curriculum Development and Instructional Technology at SUNY Albany.

GAME BASICS

THE GOALS

Learning Goal

Students will be able to:

- Prepare for discussions
- Use a variety of discussion skills
- Ask and answer deep questions
- Build on and refute others' ideas

Game Goal

Earn points and advance your individual, team, and/or class score by using different discussion strategies during a Socratic Smackdown

GAME BASICS

COMMON CORE STANDARDS ALIGNMENT

AND OTHER COMPETENCIES

The game materials are aligned to Speaking and Listening standards for grade 8.

CCSS.ELA-Literacy.SL.8.1a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-Literacy.SL.8.1d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Communication

Use of oral, written, performative, and visual forms of language to formulate, exchange, present, and reflect on ideas: shared understanding is the aim of communication

Teamwork

Students plan and coordinate work towards a mutual goal; understand and regulate themselves as a team member; demonstrate leadership skills, including the ability to persuade and guide others; and resolve conflicts cooperatively.

GAME PLAY

SETTING IT UP

MATERIALS

- Copies of text/topic for game
- Question set
- Copies of Coach Card, Instant Replay Card, and Scorecard
- All-class scoreboard (if needed)

PREP

1

Student Teams

Divide students into teams of 4 to 6 participants. These teams will participate in the Socratic Smackdown discussion. Decide if you want to put students in homogeneous or heterogeneous groups based on your own criteria.

2

Text/Topic Choice

Choose a text or topic for the Socratic Smackdown discussion. We suggest that you choose texts about debatable or controversial topics because then students must use textual evidence to support their ideas and arguments. (See example of a text and accompanying question set on pp.18-19.)

3

Question Sets

We recommend that the first few times the class plays the game, the teacher provides a well-crafted list of text-dependent questions. It may be helpful to give students the questions in advance to allow them to prepare. Questions may be asked by the teacher, or by students who have been assigned to ask the questions, whenever they feel it is appropriate. A shorter Socratic Smackdown could focus only on one teacher-given question at a time. Ultimately, the teacher's goal may be to teach students to create their own questions for Socratic Smackdown, so that they can teach each other how to effectively discuss text-based questions. (See example of a text and accompanying question set on pp.18-19.)

4

Discussion Strategies for Game

Choose the discussion strategies for the game and write them on the game board assigning point values to these strategies. (See example list of strategies on p.5 and p.15.)

5

Rubric and Checklist

If needed, create rubric and student checklist of the learning goals for the game (See sample rubric and checklist on pp.10-12.)

GAME PLAY

RULES

1. **Teams of 4 to 6 students will be given a topic, text, or issue that will be the focus of the Socratic Smackdown, as well as a question set.**
Students will prepare answers to the questions prior to the Socratic Smackdown.

2. **The teacher will reveal which discussion skill strategies will be part of the game.**
The point value of the different strategies will also be shared.

3. **When it is time for the Smackdown, the class will set up chairs in a fishbowl arrangement.**
A fishbowl is when there is an inner circle of 4 to 6 chairs—dependent on the size of the student discussion team—within a larger circle of chairs.

4. **One student from each team will be asked to go inside the Socratic Smackdown ring to have a 6-minute discussion (or Smackdown) based on the topic, text, or issue given earlier.**
During the Smackdown, they will earn points for using discussion skills. They can also lose points if they disrupt the discussion.

5. **Using the Socratic Smackdown Scorecard, a number of students (from 2 to the entire class) will track points during the 6-minute Smackdown.**
The first time the class plays the game the teacher can track points to model scoring.

6. **Students who aren't scoring will complete the Coach Card during the Smackdown; if all students are scoring they will then complete the Coach Card after the Smackdown.**

7. **When 6 minutes is up, the teacher or a student will collect all of the Scorecards, determine the average score for each student in the discussion team, and then sum up the average scores to figure out the team score.**

8. **After the Smackdown, the students in the ring will complete the Instant Replay Card.**

9. **After individual and team scores are revealed, the class will have a brief discussion to share thoughts from their Coach Cards.**

GAME PLAY

DISCUSSION STRATEGIES

The point value can vary according to the skill that is presently being learned and practiced by students.

Agree	+1	"I agree... and..." to build on an argument.
Disagree	+1	"I disagree because..." to refute an argument.
Question	+1	Ask a probing question to get more details about someone's argument.
Use Evidence	+2	Use a quote from the text to support an argument.
Devil's Advocate	+2	Pose a question or situation that is counter to a person's argument.
Connect	+2	Link a person's argument with another person's previous statement.
Distract	-1	Distract team or class from discussion.
Insult	-1	Be disrespectful to another person during the discussion.
Interrupt	-1	Speak while another person is speaking.

On the next page is a set of Student Rules that you can print out and give to students to use as a cheat sheet when they are first playing Socratic Smackdown.

RULES CHEAT SHEET

1. Sit with your team of 4 to 6 students.
2. Read an assigned text or research an assigned topic to answer the questions in the question set.
3. Listen to which discussion strategies are going to be a part of the day's Socratic Smackdown.
4. When it is your team's turn, sit in the center of the fishbowl.
5. When your teacher says "go," begin the Smackdown and try to use as many discussion strategies as you can. Listening is key.
6. After your team's Smackdown is over, complete the Instant Replay Card.
7. If your team is not participating in the Smackdown, you will either score the Smackdown or critique the Smackdown.
8. After the round of Socratic Smackdown is over and every team has played, the final scores will be read and individual winners and/or team winners will be announced.

SOCRATIC SMACKDOWN

SCORE CARD

STRATEGY	POINTS	PLAYER 1	PLAYER 2	PLAYER 3	PLAYER 4
AGREE					
DISAGREE					
QUESTION					
USE EVIDENCE					
INTERRUPT					
TOTAL SCORE					

SOCRATIC SMACKDOWN

SCORE CARD

STRATEGY	POINTS	PLAYER 1	PLAYER 2	PLAYER 3	PLAYER 4
TOTAL SCORE					

ASSESSMENT GUIDE

There are a number of opportunities to assess student learning during this game, from using more formal assessment tools like rubrics to using less formal assessment tools like reflection questions. In this guide, we include four different assessment tools:

COMMON CORE RUBRIC

- Use this rubric to assess students' progress toward reaching Common Core standards by circling different aspects of strategies based on what you observe during a Smackdown.
- Ask students to use the rubric to self-assess their progress toward reaching Common Core standards

TEACHER CHECKLIST

- Use this checklist during a discussion to quickly record when students approach, meet, or exceed Common Core standards. Write student names in the left hand column. Then when a student approaches, meets, or exceeds a standard, make a mark in the correct box.
- Possible symbols to use with the checklist are:
  - – APPROACHING
  - ✔ MEETS
  - + EXCEEDS

COACH CARD

- Students write down glows (strengths) and grows (areas of growth) based on what they observe during a Smackdown. A teacher can ask students to share out ideas to the class as a reflection immediately after the discussion.
- Some questions to help guide a discussion of glows and grows are:
  - Who can give me three glows for this team?
  - What could this team do better?
  - What did you learn from this team's discussion that will improve your own discussion skills?

INSTANT REPLAY CARD

- Students in the teams who participated in the Socratic Smackdown discussion answer the Reflection Questions to reflect on their strengths and areas of growth. A teacher can collect these reflections as part of an assessment.

SOCRATIC SMACKDOWN COMMON CORE RUBRIC

NAME

DATE:

DISCUSSION TOPIC:

CLASS:

STRATEGY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Comes prepared with required materials completed with additional annotations or notes Uses textual evidence correctly more than 5 times during conversation Analyzes textual evidence by comparing multiple pieces of evidence and synthesizing for meaning	Comes prepared with required materials completed and having read/ researched text or topic Use textual evidence correctly at least 5 times during conversation Analyzes textual evidence by giving thorough explanation anytime evidence is used	Comes prepared with required materials somewhat completed and having read/ researched text or topic Uses textual evidence correctly 2-4 times during conversation Analyzes textual evidence by giving some explanation of evidence	Does not come prepared with required materials or has not read/ researched text or topic Uses textual evidence once correctly or not at all during conversation Does not give any explanation of textual evidence
SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Uses new and long-term discussion strategies expertly Never distracts or interrupts Leads team toward goals with verbal cues and reflects on progress	Uses new and long-term discussion strategies consistently Distracts or interrupts no more than once Assists team toward goals during discussion and reflects on progress	Attempts to use new and long-term discussion strategies Distracts or interrupts a few times Demonstrates awareness of goals, but may not make progress/reflect	Does not use new and long-term discussion strategies Distracts or interrupts no more than once Demonstrates no awareness of goals
SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Asks 3 or more analytical and evaluative questions that prompt discussion Answers others' questions always using evidence Synthesizes the ideas of others and asks questions related to others ideas	Asks at least 2 analytical and evaluative questions that prompt discussion Answers others' questions consistently with evidence Summarizes and synthesizes the ideas of other	Asks questions, though they are usually recall questions Answers others' questions without evidence Sometimes summarizes another team member's ideas	Rarely asks questions and all questions are recall Rarely answers questions Does not summarize others' ideas
SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Agrees with and deepens the ideas of others Refutes the ideas of others by playing devil's advocate Refers to earlier evidence and statements frequently	Agrees with and builds upon the ideas of others Disagrees and refutes the ideas of others Refers back to evidence used and statements made by others	Agrees with the ideas of others Disagrees with the ideas of others Sometimes repeats earlier evidence or statements without reference	Does not agree with others Does not disagree with others Does not refer back to evidence and statements made by others

COMMENTS:

SOCRATIC SMACKDOWN TEACHER CHECKLIST

Student Name	Comes prepared with role sheet fully filled out and having read/researched text or topic	Uses textual evidence at least 5 times during discussion.	Analyzes textual evidence by giving thorough explanation anytime evidence is used.	Uses new and long-term discussion strategies consistently.	Distracts or interrupts no more than once.	Assists team towards goals during discussion and reflects on progress.	Asks at least 2 analytical and evaluative questions that prompt discussion.	Answers others' questions consistently with evidence.	Summarizes and synthesizes the ideas of others.	Agrees with and builds upon the ideas of others.	Disagrees and refutes the ideas of others.	Refers back to evidence used and statements made by others.

SOCRATIC SMACKDOWN

COACH CARD

NAME

DATE:

DISCUSSION TOPIC:

CLASS:

GLOWS

What is the team doing well?

GROWS

What could the team improve?

COACHING TIP

I would have said...

COACHING TIP

I want to ask...

SOCRATIC SMACKDOWN

INSTANT REPLAY CARD

NAME

DATE:

DISCUSSION TOPIC:

CLASS:

1 What is one thing your team did particularly well during this Smackdown? Give specific examples.

2 What is one thing your team could improve on for the next Smackdown?
How did this problem hinder your discussion? How can the problem be solved?

3 What was the most interesting thing your team discussed and why?

FAQ

How have Quest teaches used this game?

The beauty of Socratic Smackdown is its flexibility. Here are some ways Rebecca Grodner has used the game:

- "Playing it in small groups, it can encourage shy students. In large groups, it can help you focus on specific learning needs."
- "Using it as a form of assessment, or as a practice space for finding supporting evidence for one's ideas."
- "Framing it as a game to help students learn to negotiate conflict. As a facilitator, some days I found myself helping students mediate arguments in their small groups."

GAME PREP

What are additional discussion strategies to use in the game?

- Ask a text-based question
- Summarize another's point
- Synthesize ideas from throughout the argument

What are examples of text-based questions?

See pp. 21 for an example of a text with a question set used in an 8th grade English class at one of our Quest schools.

How do you differentiate this game for ELL students or students with disabilities?

Here are some suggestions that we have found helpful in differentiating Socratic Smackdown:

- Give question sets to students before the game and allow time for them to answer the questions, with evidence, on their own or in collaborative teams.
- Provide texts with the same content at different reading levels. Assign students to different texts based on their reading levels, or let students choose the text they use.
- Choose discussion topics that have high student interest or allow students to choose topics of interest to discuss.
- Practice discussions without a text to begin with using a familiar topic for students.
- Differentiate teams either homogeneously or heterogeneously based on your students' needs and the learning goals of the game.
- Give different sets of discussion strategies for the game to different student teams based on their learning needs.
- Provide sentence starters for ELL students.
- Allow students outside the discussion ring to hand Post-its to representatives inside the ring to help.
- Scaffold the discussion. For example, first 3 minutes for clarifying questions, 3 minutes for interpretation, 3 minutes for analysis, 3 minutes for evaluation, 3 minutes for last words/predictions.

FAQ CONTINUED

GAMEPLAY

How do you do Socratic Smackdown in small groups?

Socratic Smackdown works well in small as well as large groups. For small groups, what we do at Quest schools is divide the students into teams of 3 or 4. Each student in the team is given a question set and an Instant Replay Card. One student is given the two documents plus the scorecard. The teacher announces the start of the Smackdown and one student asks a question. Over the course of the discussion, one student scores the Smackdown as the team discusses. At the end of the Smackdown, the scorer announces the final tally of points. Then, they complete the Instant Replay Card individually and share their answers as a team to reflect on the discussion.

Do you always give students time to prepare answers to questions in the question set?

You can modify how students prepare for the Socratic Smackdown. When you first begin playing the game, it is helpful to give students time to prepare their answers to the questions in the question set. As students become more comfortable with Socratic Smackdown, you can give the question set to students at the start of the game, so they have to do more on-the-spot thinking. Eventually, students can provide questions for themselves, either before or during the game.

Why should the discussion last 6 minutes?

After many rounds of Socratic Smackdown, we have found that 6 minutes is the ideal length for a short discussion. If you want students to have a longer discussion with more questions, then 10 minutes is the ideal length.

How do you get 100% participation from students in the game?

To encourage all students in the ring to participate, you can give out 2 to 3 speaking tokens to students. Students must use all of their tokens before the Smackdown can end. Each time a student speaks, they may hand in a speaking token.

In small groups, you can also assign roles to students, such as Director, Detective, and Lawyer.

- The Director asks powerful questions to keep the conversation going. Questions must be ripe for discussion and text-based so that the team is analyzing the text together.
- The Detective keeps the conversation grounded in the text using evidence, so he/she comes to the conversation prepared with a lot of quotes that are interesting to discuss.
- The Lawyer brings debate to the team's dicussion by using controversial ideas to rile up team members, so team members defend their opinions more deeply or develop an understanding

FAQ CONTINUED

of a different perspective. It is helpful for Lawyers to anticipate popular opinions and their counterarguments before the discussion.

How do you avoid having one student dominate the Smackdown discussion?
To "share the floor," you can use speaking tokens as a way to both limit domination of the discussion and encourage 100% participation. You can also encourage students to monitor their team's participation themselves by asking different students questions when they are in the "ring." You can also add a negative point category for dominating the discussion.

EXCERPT FROM PRESIDENT OBAMA'S ADDRESS AT THE 67TH U.N. GENERAL ASSEMBLY

DATE OF DISPATCH: 25 SEPTEMBER 2012

DISPATCHER: PRESIDENT BARACK OBAMA

In Iran, we see where the path of a violent and unaccountable ideology leads. The Iranian people have a remarkable and ancient history, and many Iranians wish to enjoy peace and prosperity alongside their neighbors. But just as it restricts the rights of its own people, the Iranian government continues to prop up a dictator in Damascus and supports terrorist groups abroad. Time and again, it has failed to take the opportunity to demonstrate that its nuclear program is peaceful, and to meet its obligations to the United Nations.

So let me be clear. America wants to resolve this issue through diplomacy, and we believe that there is still time and space to do so. But that time is not unlimited. We respect the right of nations to access peaceful nuclear power, but one of the purposes of the United Nations is to see that we harness that power for peace. And make no mistake; a nuclear-armed Iran is not a challenge that can be contained. It would threaten the elimination of Israel, the security of Gulf nations, and the stability of the global economy. It risks triggering a nuclear-arms race in the region, and the unraveling of the non-proliferation treaty. That's why a coalition of countries is holding the Iranian government accountable. And that's why the United States will do what we must to prevent Iran from obtaining a nuclear weapon.

We know from painful experience that the path to security and prosperity does not lie outside the boundaries of international law and respect for human rights. That's why this institution was established from the rubble of conflict. That is why liberty triumphed over tyranny in the Cold War. And that is the lesson of the last two decades as well.

History shows that peace and progress come to those who make the right choices. Nations in every part of the world have traveled this difficult path. Europe, the bloodiest battlefield of the 20th century, is united, free and at peace. From Brazil to South Africa, from Turkey to South Korea, from India to Indonesia, people of different races, religions, and traditions have lifted millions out of poverty, while respecting the rights of their citizens and meeting their responsibilities as nations.

TEXT DEPENDENT QUESTIONS

1. In paragraph 2, what reasons does Obama give for why "a nuclear-armed Iran is not a challenge that can be contained"?

2. What evidence does Obama give that Iran has a "violent and unaccountable ideology"? What words emphasize ways in which Iran has demonstrated this ideology?

3. In paragraph 2, what effect does it have when Obama says, "But that time is not unlimited" immediately after offering time for diplomacy?

4. According to the speech, what does it mean for a country to "make the right choices"?

5. Why does Obama use the phrase "holding the Iranian government accountable" rather than "stopping the Iranian government" to describe how other countries should deal with Iran?

Continued Learning

After playing this game, we hope you are inspired to learn more about games and learning.

Below is additional information to support you in continuing to build and share your own learning.

We want to hear from you

We want to hear from you about your experience with this game and game pack.

What worked well?
What would you do differently next time you play the game?

We welcome stories about how you uses this game in your classroom.

We want you to learn more

If you are interested in learning more, please visit these following websites:

Institute of Play
www.instituteofplay.org

Quest to Learn, NYC
www.q2l.org

CICS ChicagoQuest
www.chicagoquest.org

We also offer other educator resources

Q School Design Pack
This pack highlights ten innovative components of the Quest school model.

Q Curriculum Design Pack
This pack provides tools and methods for you to use to design game-like curriculum.

Q Games and Learning Design Pack
This pack provides tools and methods for you to use to modify and design games for your classroom.

We want you to share these resources

We want to thank our partners

This game pack is a result of collaborative work done over the past years between Institute of Play, Quest to Learn, and CICS ChicagoQuest.

About Institute of Play

We design experiences that make learning irresistible.

The Institute pioneers new models of learning and engagement. We are a not-for-profit design studio, founded in 2007 by a group of game designers in New York City. We are now home to an interdisciplinary team of designers, strategists and learning practitioners. Our first project was the design and implementation of an innovative New York City public school, called Quest to Learn.

At the core of the experiences we design are games, play and the principles that underlie them.

Using these principles, we have created institutions, games, programs, events, digital platforms and products. Our work unlocks the transformative power of people as seekers and solvers of complex problems, risk takers, inventors and visionaries. We work wherever people are: in communities, businesses, schools, cultural and civic institutions.

We empower people to thrive as active citizens in a connected world.

We are not preparing for a distant future. We are about meeting people where they are and igniting their potential now. We work with a diverse set of partners to make it happen, such as Electronic Arts, Intel, Educational Testing Service, the Mozilla Foundation, the Smithsonian, Parsons the New School for Design, Chicago International Charter Schools, DePaul University, E-Line Media and others.

A selection of our work

GlassLab

An unprecedented collaboration between leaders in the commercial games industry and experts in learning and assessment, GlassLab aims to leverage digital games as powerful, data-rich learning environments that improve the process of learning with formative assessments teachers can trust.

TeacherQuest

A fresh approach to professional development, TeacherQuest is a unique blended learning program designed to empower teachers as designers, increase student engagement and re-imagine what teaching can be through games and game-like learning.

Play@ Your Org

With a hands-on exploration of games and design, Play@ Your Org workshops are designed to help businesses, cultural institutions and other organizations integrate the power of play-based learning in their work to maximize participation and engagement.

For more information, please visit **www.instituteofplay.org**