

An Excerpt from: To This Day: [For the Bullied and Beautiful](https://www.facinghistory.org/resource-library/transcript-shane-koyczans-ted-talk) by Shane Koyczan
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1 She was eight years old, our first day of grade three when she got called ugly. We
2 both got moved to the back of class so we would stop getting bombarded by spitballs.
3 But the school halls were a battleground. We found ourselves outnumbered day after
4 wretched day. We used to stay inside for recess, because outside was worse. Outside,
5 we'd have to rehearse running away, or learn to stay still like statues, giving no clues
6 that we were there. In grade five, they taped a sign to the front of her desk that read,
7 "Beware of dog."

8 To this day, despite a loving husband, she doesn't think she's beautiful, because
9 of a birthmark that takes up a little less than half her face. Kids used to say, "She looks
10 like a wrong answer that someone tried to erase, but couldn't quite get the job done."
11 And they'll never understand that she's raising two kids whose definition of beauty
12 begins with the word "Mom," because they see her heart before they see her skin,
13 because she's only ever always been amazing.

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! This was the teachers solution to spitballs.

OMG!

The hurt + insecurity that she lives with is heartbreaking!

This is grounds for expulsion! Just Haha!

Wow!
This must have been terrible!

Most people want to be seen + they just wanted to be invisible

These children were so mean!

Children can be the best + most pure displays of love!

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Writing question:

- Write about a time when someone was mean to you.

Opening question:

- In lines 12-13 the author talks about the heart being seen before the skin. Is it fair to be judged before a person knows you?

Core questions:

- The children were moved to the back of the class because they kept getting, "bombarded with spitballs", how else could the teacher have handled this situation?
- People say sticks and stones may break their bones but words will never hurt. Are words just words or do words hurt?
- Read the end of line 9-10, Is it okay to judge a person by how they look?
- The people in the story dreaded leaving the classroom, what are some things that could have been done to be sure that everyone felt safe and wanted in their school?

Wrap-around question:

- How can we make sure that everyone in our community feels safe and unjudged?

Seminar Guidelines

1

Bring
Reading &
Annotations
to Seminar



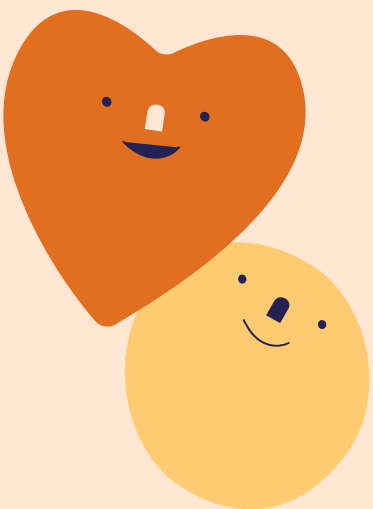
2

Agree/
disagree with
statements
and not
people



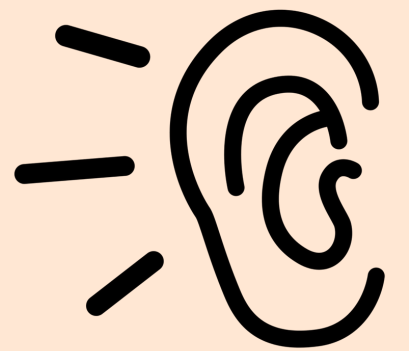
3

Support
statements
with
references
from the
reading



4

Listen
actively



Name: _____

Date: _____

Reading Title: _____

Socratic Seminar Self-Evaluation & Goal Sheet

BEFORE THE SEMINAR




Write down **two** participation goals for today's Socratic Seminar. *You can use the list below to help you think of a goal or think of your own, (ie. I can share an idea even if I am uncertain about it.)*

Today's Topic:

Goal 1	Goal 2

AFTER THE SEMINAR

Check off the most ACCURATE response.

	 Never I did not do it at all	 Sometimes I did it 1-2 times	 Always I did it 3 or more times
I looked at the speaker each time they spoke.			
I was courteous and respectful to others by actively listening to my classmates with an <i>open mind</i> .			
I waited my turn to speak.*			
I contributed or added a new idea to the discussion.*			
I cited evidence from the text to support my idea.*			
I graciously agreed or disagreed with a comment by adding on to an idea with my own opinion.*			

*I did not participate in the conversation, but took notes on my thoughts and will turn them in with this sheet. Yes _____ No _____

I can improve in my Socratic Seminar communication next time by:

Seminar: Tracking Tool

[illegible]

Socratic Seminar



The ins and outs of Seminar

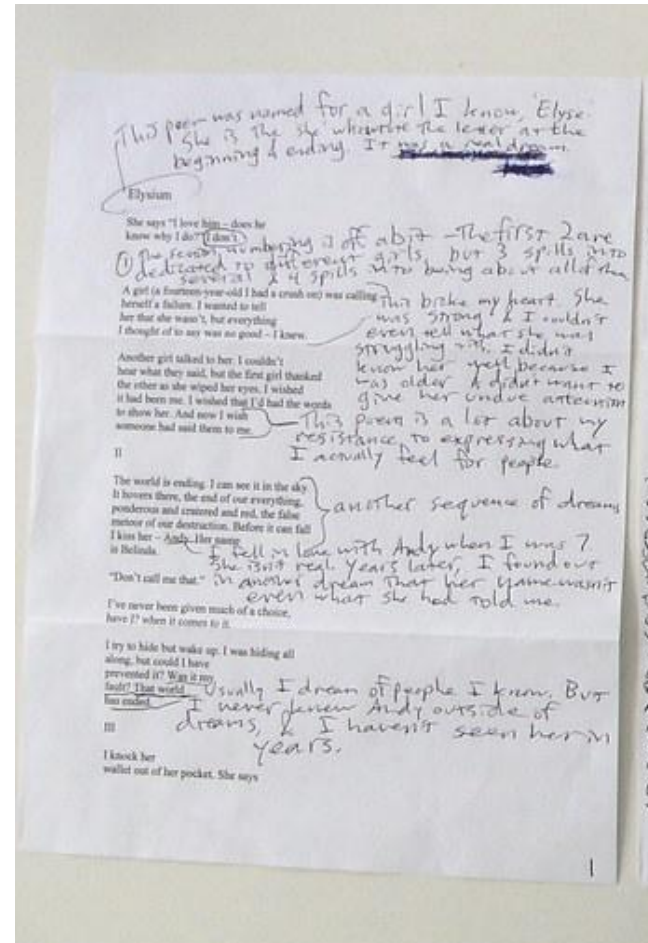
What is Socratic Seminar?

The Socratic seminar is **a formal discussion**, based on a text, in which the leader asks open-ended questions.

Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

Annotations: What is it?

Writing notes and symbols throughout the text as you read a text.



Annotations: Why is it important?

Annotating helps build a better understanding of texts and stories. When you annotate, you're forced to evaluate what a story is saying, creating a clear image. Annotating makes the reading more meaningful, and it helps you remember key information.

Annotations: What do I do?

FIRST READ THROUGH

1. **SUMMARY:** summarize each chunk in red ink or on a post it note
2. **PREDICTION:** At the end of each chunk, write a prediction about what you think will happen next. Write P? Then your prediction
3. **SYMBOLS:** refer to your annotating bookmarks

Annotations: What do I do?

SECOND READ THROUGH

1. **HIGHLIGHT:** Highlight important setting and/Character information
2. **VOCABULARY:** Note any unknown words in your notebook and define each word
3. **QUESTIONS:** Write at least 3 level 3 questions

Types of Questions

First Level Questions:

- The answers to these questions can be found in the text.
 - Who
 - What
 - When
 - Where

Ex: Who was the man that was peering through the window?

Second-level Questions:

- These questions analyze or explain
 - Why
 - How

Ex: Why did Simba flee into the jungle?

Types of Questions: Continued

Third Level Questions

- No right or wrong answers, just opinions
- Answers cannot be found in the text but you can use the text to support your answer.

Level 3 Questions Continued

Form a hypothesis about the word, our culture, or our lives based on the text and then ask a question about your hypothesis.

Ex: The characters in this story are really poor but they're really kind to strangers [site text]. I think that most poor people care more about others than rich people do. Would you agree with this, and why or why not?

Compares something in the text to life, community, classroom, culture, world

Ex: How do you guys think that the peer pressure we have to deal with is the same or different as what the boys in this story had to deal with [cite examples of peer pressure from the text]

Ask questions about big ideas (love, justice, peace, fairness, kindness, etc)

Ex: In the second paragraph, Jake says' "there is no such thing as fair" Explain if you think that's true, that it's never possible to have something be completely fair?