|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | Exceeds | Meets | Not Yet |
| Communicate | Ideas and information understood, mindful of audience, purpose and setting. Student richly supports thesis with many relevant facts, examples, and details.  \_\_Student helped drive the discussion throughout the whole Socratic Seminar | Ideas and information understood, mindful of audience, purpose and setting. Student supports thesis with relevant facts, examples, and details.  \_\_ Student frequently contributed to the discussion | \_\_\_ Student did not contribute to discussion |
| Argue | Evidence supports a strong thesis. Evidence is pulled from notes and a variety of sources.  \_\_ Thesis/Debatable opinion on the question concerning the Cold War is clear. Student always answers from the character’s perspective  \_\_ Contributions to discussion are always rooted in evidence from Memo project, Animal Farm allegory, Current events | Evidence supports thesis. Evidence is pulled from notes and a variety sources.  \_\_ Thesis/Debatable opinion on the question concerning the Cold War is clear  \_\_ Student cited specific evidence from Memo project, Animal Farm allegory, current events at least once | \_\_ Student does not contribute  \_\_ Student contributes without citing evidence |

Model UN- Socratic Seminar

“Is the Cold War actually over?”