**Name:** Naomi Reedy

**Lesson Plan:** *Little Fires Everywhere*: Socratic Seminar

**Special Student Group:** Adult Reading Group/Class

**Time Duration of Lesson:** 60 minutes

**Essential Questions:**

1. How are the dynamics of the various families in this novel the same and/or different?
2. What are the themes relating to motherhood in the novel?
3. What can you draw from your own experiences that help you relate to novel’s characters?

**Learning Objectives and Standards Correlations:**

1. I can read complex literature and comprehend it. ([CCSS.ELA-LITERACY.RL.11-12.10](http://www.corestandards.org/ELA-Literacy/RL/11-12/10/))
2. I can discuss literary concepts with my peers using evidence from the text. ([CCSS.ELA-LITERACY.SL.11-12.1.A](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/a/))
3. I can use the discussion surrounding the text as a lens to better understand my peers. ([CCSS.ELA-LITERACY.SL.11-12.1.D](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/))
4. I can assess the sequence and perspective(s) in which a story is told. ([CCSS.ELA-LITERACY.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/))([CCSS.ELA-LITERACY.RL.11-12.5](http://www.corestandards.org/ELA-Literacy/RL/11-12/5/))

**Props/Materials/Equipment:**

* Students’ own copies of *Little Fires Everywhere*
* Students own notebook or scratch paper to write down their own notes
* PowerPoint presentation to display class agenda and the seminar prompts
* Computer to run PowerPoint presentation
* Projector to show PowerPoint presentation
* Tables or desks that can be arranged in a circle so that all class members can be included
* Predetermined scoring guide for discussion participation (this isn’t necessary if this group is meant to be coordinated as a book club rather than a class)

**Activities/Tasks/Procedures/Practice:**

1. Class members are expected to have finished reading the novel before arriving to the class session. Have everyone sit in a seat around the circle with their copy of the novel and their scratch paper. If necessary, do quick introductions and have class members wear name tags or use name tents so it is easier for them to address each other by name.
2. Explain that the format of the session will be a Socratic Seminar. If this is the first time that the group has used this discussion method, it is wise to outline the expectations for speaking and listening in a larger group.
3. Outline that the seminar will consist of at least two rounds, depending on how in depth each round goes. For each round there will be a new question introduced, and the class will have at least five minutes to brainstorm, look up any passages that they think would be relevant, and discuss some of their ideas with a person sitting next to them. (It wouldn’t hurt to share the PowerPoint slide showing the time breakdown for the class session.)
4. Introduce the first essential question using the PowerPoint slides: How are the dynamics of the various families in this novel the same and/or different? Give the group at least five minutes to prepare.
5. Begin the first round of discussion and allow for at least 10 minutes. If there are lulls in the conversation, inquire about other ways to approach the topic of family dynamics in the novel. If the conversation continues past 15 minutes, try to wrap up that round so there is sufficient time for the next question.
6. Introduce the second essential question using the PowerPoint slides: What are the themes relating to motherhood in the novel? Give the group at least five minutes to prepare.
7. Begin the second round of discussion and allow for at least 10 minutes. If there are lulls in the conversation, inquire about other ways to approach the topic of themes connected to motherhood in the novel.
8. If there is time remaining, use the final essential question; however, if the first two rounds go as in depth as they should, a third round should not be necessary.
9. As a concluding task, have the class use the final 10 minutes of class to write a reflection about one of the prompts discussed.