

Name: _____ Section: _____ Date: _____

SOCRATIC SEMINAR AND DBQ ANALYSIS

VALLEY FORGE:

WOULD YOU HAVE QUIT?

PART I: BACKGROUND

Imagine that you are Levi Zandt, a prosperous third generation Pennsylvania Dutch farmer in Montgomery County, Pennsylvania in mid-January 1778. Your friends call you "Uncle Levi" and you sell foodstuffs. In September, the British army under William Howe occupied nearby Philadelphia and set up comfortable quarters for the winter. Last month, the American Continental Army under George Washington made its rough winter camp at Valley Forge, just a few miles from your farm. You have recently become Quaker and are opposed to war, but business is business. Last week, you sent your nephews to both camps to get prices offered by the two armies. Your nephews returned with the following prices:

Prices offered to Uncle Levi (Friday last)		
	Continental Army (Valley Forge)	British Army (Philadelphia)
Butter (one pound)	3 shillings plus	7 shillings
Potatoes (one bushel)	10 shillings	16 shillings
Veal (one pound)	1 shilling	4 shillings

To which army are you, Uncle Levi, going to sell your foodstuffs and why? If most of your neighbors do as you do, what impact will it have on the American army at Valley Forge?

PART II: QUESTION ANALYSIS AND PRE-BUCKETING

Here is the question being asked in this DBQ. Are there key words that need to be defined? What words in the question could be clarified or made more specific?

Valley Forge: Would You Have Quit?

Using these clarifying points, rewrite the question in your own words.

Using what you have gathered so far, what do you think might be three reasons to re-enlist (stay) or to quit?

The image shows two identical buckets with handles, each containing a list of three numbered lines for writing. The left bucket is labeled 'Bucket 1: Re-enlist' and the right bucket is labeled 'Bucket 2: Quit'. Both buckets have the word 'REASONS' written on their inner rim.

Bucket 1: Re-enlist

REASONS

1. _____

2. _____

3. _____

Bucket 2: Quit

REASONS

1. _____

2. _____

3. _____

PART III: DOCUMENT ANALYSIS

We will analyze Document D, by Thomas Paine and on the reverse of this page, together as a class. Then you will be assigned to work with a group to analyze three more documents, using the analysis questions and long form I. The documents and long forms will be provided separately from this packet, but must be turned in. I suggest stapling the packets together when you are finished with your group.

PART IV: TAKE A POSITION

After reading the background essay, doing the background activity, and analyzing the documents, what do you think you would have done at Valley Forge? Would you have quit? You have 5 minutes to write your thoughts. They should be clear and supported by the evidence you have collected from the background or documents.

PART V: CAUCUS

A caucus is when people who think the same way meet to discuss their position. Caucus with one or two other people who took the same position as you. What are your most convincing reasons that you should quit or stay? These can be attitudes or feelings.

Once your caucus picks your three most convincing reasons, try to find two specific pieces of evidence that support your reasons. These should be facts, details, or examples that show your reasons are valid.

Reason 1: _____

Evidence 1a: _____

Evidence 1b: _____

Reason 2: _____

Evidence 2a: _____

Evidence 2b: _____

Reason 3: _____

Evidence 3a: _____

Evidence 3b: _____

PART VI: ARGUMENT

Remember, in order to argue successfully, you have to have an idea of what the other side said. This involves active listening. Here, please write down the major ideas you hear from your opposition. Leave some space between the arguments.

OPPOSITION ARGUMENT	REBUTTAL (PART VII)

PART VII: REBUTTAL

Go back to your caucus. Share the arguments you heard from the opposition and listen to what the members of your caucus heard (from part VI). Did a member of your caucus hear different arguments than you wrote down? Take a moment to add them to your list.

In your caucus, come up with ways you would refute, or prove wrong, the reasons the opposition gave to support their argument. You could do any of the following:

- give conflicting information that shows their information might be incorrect
- question the value of the evidence used to support the reason
- provide a new context for the information they used
- show that the evidence is too specific and does not represent the man

PART VIII: SOCRATIC SEMINAR PREP

Because a Socratic Seminar is about sharing ideas and broadening your view, we need to adjust the question. Think about what you know about Valley Forge. Are their options other than re-enlisting or quitting? What could you have done? What might you have done if you had more options?

PART IX: SOCRATIC SEMINAR

Select two goals you would like to meet during this Socratic Seminar.

- | | |
|--|--|
| <input type="checkbox"/> Yield to another to share talk time | <input type="checkbox"/> Disagree agreeably or in a neutral tone |
| <input type="checkbox"/> Refer to detail in the text | <input type="checkbox"/> Respond to what someone else says by adding or refuting |
| <input type="checkbox"/> Consider multiple points of view | <input type="checkbox"/> Ask questions, clarifying or open-ended |
| <input type="checkbox"/> Speak out of uncertainty | |

As we participate in the Socratic Seminar, use the following guided note sheet to keep track of what was said. As you listen, write the name or initials of the speaker and then write a short summary of what was said. You may use note form.

NAME/INITIALS	SHORT SUMMARY

Put a star next to the two ideas you found most interesting or infuriating. Write how you would like to respond to these ideas here:

Idea 1: _____

Idea 2: _____
