DEFENSE GROUP

DAY 1: USING QUESTIONS TO FORM AN ARGUMENT

What questions do you need to ask to understand the case and help argue that Socrates is innocent?

Are there any additional questions that other groups posed that you find useful?

DAY 2: SUMMARY OF THE APOLOGY OF SOCRATES

You read The Summary of the Apology last class and finished it for homework. During that reading you highlighted useful information and answered questions on the side margins.

Discuss as a group: How will this source help you defend Socrates?

Why is Socrates innocent? What is your evidence?

Is there anything missing from Socrates argument that would also help your case?

Does this source answer any questions that your group initially created?

DAY 2: BRIEF INTERVIEW WITH I.F. STONE

You read I.F. Stone’s brief interview. During that reading highlighted useful information.

Discuss as a group: How will this source challenge Socrates’ defense?

How will this help the Prosecution? What is your evidence?

How will you argue with these accusations?

Does this source help you answer any of the questions you generated yesterday?

TRIAL OF SOCRATES

DAY 3: FINAL DAY OF PREPERATION

**Structure of Trial**

1) Prosecution Team: 5-7 minute speech

2) Juror Team: 2 minutes to ask questions

3) Socrates Defense Team: 5-7 minute speech

4) Juror Team: 2 Minutes to ask questions

5) Juror Team: Deliberation for 2 Minutes

6) Juror Team: Announce Decision

**Preparation for Trial**

**JUSTICE TEAMS**

!) Write an outline that examines the possible arguments for both the defense and the prosecution teams. (approx. 3-4 pgs.)

2) Develop 4 questions for each team that challenges their position. You will ask them these questions after they give their speeches

**PROSECUTION TEAMS and SOCRATES TEAMS**

1) Write an outline for your argument speech (approx. 2 pgs.)

2) Pick two or three people from your teams to present your argument in speech form

Speech will be 5-7 Minutes long

**TIPS for Persuasive Speech**

* Gain attention and interest. Try a quote? Try humor? Shock or startle? Try a direct question? ("What sort of internet addict are you?") Stress a key word or symbol? (
* Try humor, depending on the overall purpose of the presentation. Old editions of Readers Digest are great sources since the material is clean and people will probably have forgotten the jokes.
* Establish your credibility early
* Demonstrate audience analysis and understanding. Make relevant, direct contact with audience - why does it matter?
* Preview main points? (an arguments can be made that solutions shouldn't emerge until at least half way through your speech in order to avoid having your position pre-judged)
* Your audience must feel involved in the problem before they'll be moved to accept a solution
* Make effective transitions between ideas
* Demonstrate enthusiasm and/or passion
* Provoke thought through questions
* Construct a logical case with evidence in support of what you're trying to sell
* Close with a memorable summary, perhaps request a specific act or action from the audience . Be declarative, maybe firm and demanding in your close.

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DAY 4: AFTER THE TRIAL

**Final Paper Assignment**

For you final paper assignment you will justify your team’s argument in an opinion paper. You will have to recognize both arguments but ultimately explain why your side has the superior argument. The paper should be 2-3 pages in length. Below is the rubric.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Worksheet** | **4-5** | **2-3** | **0-1** | **Score** |
| **Introduction** | Clear and Well-written introduction than explains the situation and takes a position for or against | Disorganized introductionMay have not introduced their positions | No clear introduction paragraph |  |
| **Organization** | The essay has a clear organization; with a introduction, supporting body paragraphs and a conclusion | Students attempted to organize their paper but it was illogical at some points  | Student did not make paragraph indents or does not have a logical organization to their paper  |  |
| **Support for Position** | The students argument for their position is clear and logical. They provide ample evidence from the sources and lectures to support their argument | The student’s argument for position was clear but they did not provide enough evidence to support their claims  | Did not take a position |  |
| **Challenging Opposite Position** | Student also challenged or discredited the position opposite from their own, using specific evidence or logic | Students recognized an opposite position but did not sufficiently challenge that position with specific evidence or logic | Student did not address the opposite opinion  |  |
| **Sentence Structure** | All Sentences were complete and parallel, with a consistent tense. There are no repetitive sentences | Some sentences were complete or parallel. Repetitive sentences were present.  | A majority of the sentences were either incomplete, run-ons, repetitive or fragments.  |  |
|  |  |  | **TOTAL** |  |