

## South African Lesson #6 Socratic Seminar About The TRC

<b>Date:</b>		<b>Subject:</b> South Africa's Truth and Reconciliation Commission <b>NCSCOS:</b> 4.01, 5.02, 5.03, 6.01, 7.01, 7.02, 8.019.01, 9.03, 11.02, 12.01, 13.03	<b>Warm – Up/Bell ringer:</b> As students walk into the class, collect their Socratic Seminar Entry Slips. Have students arrange desks in a circle if you have not already done so.
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Students should have prior knowledge about South Africa's colonial history and the rise and fall of Apartheid. In addition, students should have some background knowledge about South Africa's Truth and Reconciliation Commission. Prior to the Socratic Seminar, students should view segments of <u>Long Night's Journey Into Day: South Africa's Search for Truth and Reconciliation</u> (at least 1 of the four segments) See Lesson 5 for possible ways of utilizing <u>Long Night's Journey Into Day</u> segments.	<b>Continuous Assessment - tools/strategies</b>
<u>Long Night's Journey Into Day</u> (DVD)  DVD player and TV or computer and Averkey  Socratic Seminar Guidelines (see web resources)  Seminar Questions  Tally Sheet	<u>Warm-up</u> 3-5 minutes  <u>Guidelines</u> 5-7 minutes  <u>Seminar</u> 20-30 minutes  <u>Independent Practice</u> 5-7 minutes  <u>Closure</u> 10-15 minutes	<b>Purpose/Objective of this lesson:</b> To help students gain a deeper understanding of how truth and reconciliation can help bring about healing and unity to a nation which has suffered under an oppressive systems such as apartheid. Also, to foster a healthy dialogue for which students can begin searching for solutions for the U.S. struggle with race, justice, and reconciliation.  <b>Teacher Input</b> <ul style="list-style-type: none"> <li>• The teacher will serve as facilitator for the Socratic Seminar. This entails providing opening questions for students, monitoring the discussion, and interjecting guiding questions when there is a lull in the discussion or to highlight a point.</li> <li>• The teacher will discuss the ground rules for the seminar.</li> <li>• Prior to the actual seminar, the teacher will show and discuss with students <u>Long Night's Journey Into Day</u>, review apartheid with students, and provide questions for discussion.</li> </ul> <b>Key Questions:</b> <ol style="list-style-type: none"> <li>1. What kinds of differences do you see in the film from US racism?</li> <li>2. What lessons do you think this film holds for people in this country?</li> <li>3. In what ways do you see similarities between South Africa and the US?</li> <li>4. Can you imagine this kind of hearing or truth-seeking taking place in the United States? If so, pertaining to what periods in our history?</li> </ol>	Assessment will be based on participation. Students should be participating according to their tally sheet and their entry slip.

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		<b>Strategies for Differentiation:</b> Each student will be given an opportunity to contribute in some way. Students may use their notes to respond to a question or to contribute to the discussion.	
		<b>Class Activity:</b> <b>Guided Practice</b> <ol style="list-style-type: none"><li>1. Discuss the seminar guidelines with students. You may put them on the overhead, display them on the wall, or pass out individual copies for students to keep.</li><li>2. Remind students that the teacher's role is to merely facilitate, to bring the discussion back to the focused question if it starts to head in left field, and to make sure the guidelines are met.</li><li>3. Students will have an active role in monitoring their performance by giving them a slip of paper or a post-it note. They will use these to keep tally of their participation. On the paper they should write their name, date and period. Tell them that for each comment they share, they should make a tally mark. Their goal for the seminar should be 1-2 tally marks. They should also be aware if they say too much. If they have 3-4 tally marks, they should take the initiative to invite someone who hasn't spoken to join the conversation. They should turn in their tally sheet at the end of class.</li><li>4. Tell students that the seminar starts with their Entry Slip question. They should review it to refresh their memory.</li><li>5. Conduct the seminar.</li></ol> <b>Independent Practice</b> <ul style="list-style-type: none"><li>• If time permits, students should write a paragraph (5 sentences) describing what they learned from the seminar.</li></ul> <b>Summary/Closure:</b> <ul style="list-style-type: none"><li>• Students should review what they learned from the seminar.</li><li>• Answer the key questions</li></ul> <b>Homework:</b> <ul style="list-style-type: none"><li>• Discuss what they learned about the TRC with their family and record their reactions. Or</li><li>• Ask students to develop an action plan of</li></ul>	

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		the next steps to take on a personal, community, or institutional level to address some negative issue of their choosing.	
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### Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Notes and Comments:																			

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There are a variety of ways to conduct the Socratic Seminar (see resources for web sites that offer guidelines and other options)

Preview Long Night's Journey Into Day, before showing it to your students as there are images of graphic violence in the second segment (burnt corpse) and the fourth (multiple bodies videoed immediately after their deaths). Depending on your students, this may be very traumatic.

Resources:

DVD: Reid, Frances and Hoffman, Deborah. Long Night's Journey Into Day: South Africa's Search for Truth and Reconciliation. Iris Films, 2000. Available from:  
<http://www.newsreel.org/nav/title.asp?tc=CN0056>

On-line:

This site provides an introduction to the film Long Night's Journey Into Day as well as the filmmakers' reasons for creating the film [www.irisfilms.org/longnight](http://www.irisfilms.org/longnight). A Study Guide and Transcript are also available at <http://www.newsreel.org/nav/title.asp?tc=CN0056>

Official website for South Africa's Truth and Reconciliation Commission

<http://www.doj.gov.za/trc/>

Truth and Reconciliation Commission of South Africa Report

<http://www.info.gov.za/otherdocs/2003/trc/>

General information about the Truth and Reconciliation Commission of South Africa

[http://en.wikipedia.org/wiki/Truth\\_and\\_Reconciliation\\_Commission](http://en.wikipedia.org/wiki/Truth_and_Reconciliation_Commission)

Article that discusses the effectiveness of South Africa's Truth and Reconciliation Commission

<http://jbs.sagepub.com/cgi/content/abstract/34/3/301>

Socratic Seminar Guides:

[http://www.studyguide.org/socratic\\_seminar.htm#Pre-Seminar%20Question-Writing](http://www.studyguide.org/socratic_seminar.htm#Pre-Seminar%20Question-Writing):

<http://www.ncsu.edu/literacyjunction/html/tutorialsocratic.html>

<http://msansbach.edublogs.org/socratic-seminar-guide/>

## TRC SEMINAR QUESTIONS

### Entry Slip Questions:

What feelings came forward for you while viewing the film?  
Give one word to describe the film Long Night's Journey Into Day.

### Other Seminar Questions: (taken from study guide for Long Night's Journey Into Day)

1. From the cases in the film, how effective has the TRC been?
2. Do you think the TRC has satisfied all the people in the film? Why or why not?
3. Is there a difference in responsibility between the person who commits violence to support an unjust state and the person who commits violence in order to resist state-sponsored human rights violations?
4. Does the end always justify the means? Should Blacks have forgone the use of force in response to White violence and apartheid even when it may have meant continuing to suffer grave human rights violations?
5. Would you want to know the details behind a violent crime that affected you in the past? Are there some details you would not want to know?
6. What is necessary for forgiveness to take place? Is knowing the truth enough? Would you be able to forgive someone after they admitted to a heinous act?