Purpose: Using Socratic questioning helps students, not only think deeply about questions posed in *Brave New World*, but helps them develop questioning skills they can use in persuasive and analytical writing, class discussion, and day to day decision making and conversation. It is also an exercise in learning to respect the differing opinions of others. *Brave New World* brings up many questions and issues that society faces and using Socratic questioning to get students thinking about these issues forces them to find evidence that supports their opinions. Students cannot simply agree or disagree that the London in 2540 A.D. is an example of progress. They have to use evidence from the story and specific personal examples and experiences to back up their opinions. This kind of questioning, if learned and used, can become a very important life skill.

Context: Use this strategy after completing the novel, for a pre-writing activity. This helps students think about issues that come from the text as well as learn how to use evidence to support their ideas in writing.

Directions: The five steps in the Socratic method are similar to the steps in the scientific method:

1. Wonder: Pose a question or loaded statement (A life without problems= happiness. pg 202) Have students write down their original response for accountability purposes.

2. Hypothesize: Group students together and instruct them to respond to the statement using the question prompts.

3. Elenchus: Have the students test their hypotheses on each other by asking various questions. (Do you mean....? What in the text supports your idea? How do you resolve...? Could you also be saying that...?) Have students then move to step four if the hypothesis works, otherwise have them continue questioning.

4. When students accept the hypothesis as provisionally true, have them write a few paragraphs that states the claim and is supported by the evidence they discussed.

Give students 10-15 minutes to question and discuss, then 15-20 minutes to construct their
paragraphs. Students will need a handout with question suggestions to get them started. When
the activity is completed have students record how their opinion had changed. They should also
choose one question posed by a peer that most influenced the change. If no change occurred,
they should write down a peer posed question they liked. After the process is complete come
back together. Lead a class discussion about how this activity enhanced or decreased their
understanding of *Brave New World*.

**Assessment:** Assess students through their in-class writing. After the questioning period is over
have students answer the question by writing a few paragraphs containing their opinions and
the evidence they gave to support it. Are they answering and understanding the question? Do
they give evidence to support their claim? Is the evidence valid?

**Summary and Segue:** After having completed this strategy, students should have learned how
to ask questions for understanding, clarity, and validity. They should be able to see the
importance in giving evidence for claims made.