

## Task for Grace Beside Me

## Socratic dialogue in the English classroom

From Kalantzis & Cope, New learning online resources

Question posed by teacher:	e.g. Can you only exploit people you see as inferior?
This is a broad question to do with the topic, in this case, the comparison of the meaning of 'brown sugar' in Mr Ridgeway's context and the sugar slave history in Queensland.	
Examining the question	Students give their initial responses – yes or no and why; they offer provisional views.
Suggest examples from personal experience	Students are asked to think of a time someone 'took advantage' of them or made them feel inferior.  Because of the sensitive subject matter in <i>Grace Beside Me</i> , encourage students to think carefully before sharing
	anything too private in this public forum and provide resources and avenues for where they can go after class if there is something private they need to talk about – yourself (but you have an obligation to report anything they disclose), the school counsellor, Lifeline etc.
	Students may then group their examples together and place under various headings.
Select an example to focus on	Review the examples your group has come up with and decide which one would be best to explore in more depth.
	Choose an example that will best help you answer the original question.
	You may need to devise more questions about the example and pose these to the example giver.
Generalising from the example	Can you come to a key generalisation about this topic? What are the supporting <b>arguments</b> ? What does the key generalisation pre-suppose or require?
	You need to respect other people's points of view and be willing to change your view.
Conclude with a statement of philosophical <b>principle</b>	Try to bring the conversation to a point of agreement — it's not about one person in the conversation proving they are right.
Debrief	What have we learned about each other? How has our opinion been confirmed or changed by this discussion?