

# DIALOGUE and DEBATE

Dialogue is collaborative; multiple sides work toward shared understanding	Debate is oppositional: two opposing sides try to prove each other wrong.
In dialogue, one listens to understand, to make meaning, and to find common ground.	In debate, one listens to find flaws, to spot differences, and to counter arguments
In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it.	Debate affirms a participant's point of view.
	Debate defends assumptions as truth
Dialogue creates an open-minded attitude: openness to being wrong and an openness to change.	Debate creates a closed-minded attitude, a determination to be right.
Dialogue enlarges and possibly changes a participant's point of view.	In debate, one submits one's best thinking and defends it against challenges to show that it is right.
Dialogue calls for temporarily suspending one's beliefs	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for strengths in all positions.	In debate, one searches for weaknesses in the other position.
Dialogue respects all other participants and seeks to not alienate or offend.	Debate rebuts contrary positions and may belittle or deprecate other participants.
Dialogue assumes that many people have pieces of the answer and that cooperation can lead to workable solutions.	Debate assumes a single right answer that someone already has.
Dialogue remains open-ended	Debate demands a conclusion

# Socratic Seminar Questions

<p style="text-align: center;"><b>Opening Question</b></p> <p style="text-align: center;"><b>Example</b></p> <ul style="list-style-type: none"> <li>▲ Springs from context</li> <li>▲ Directs participant into text</li> <li>▲ Word your question to elicit more than a one word response</li> <li>▲ Consider the abstract concept that you want students to define</li> </ul> <p style="text-align: center;"><b>This is generally a concrete question</b></p>	<p style="text-align: center;"><b>Opening Question</b></p> <p style="text-align: center;"><b>Sample</b></p> <p>What is the theme of the reading?</p> <p>What significance is this to _____?</p> <p>What are the assumptions of this text?</p> <p>Could the two main characters have switched places? Why or why not?</p> <p>What might be some other good titles?</p> <p>Is it better to be _____ or _____?</p> <p>In recent times, what well-known people are like _____?</p>
<p style="text-align: center;"><b>Core Question</b></p> <p style="text-align: center;"><b>Example</b></p> <ul style="list-style-type: none"> <li>▲ Content specific</li> <li>▲ May interpret a line, explain a passage, often a “How...” or “Why...” question</li> </ul> <p style="text-align: center;"><b>This question generally moves the discussion into the abstract</b></p>	<p style="text-align: center;"><b>Core Question</b></p> <p style="text-align: center;"><b>Sample</b></p> <p>Why does the main character think _____?</p> <p>How do you support that position from the text?</p>
<p style="text-align: center;"><b>Closing Question</b></p> <p style="text-align: center;"><b>Example</b></p> <ul style="list-style-type: none"> <li>▲ This question establishes relevance</li> <li>▲ Connection to the real world</li> <li>▲ Personalize the discussion into the lives of students</li> <li>▲ Application to self</li> </ul> <p style="text-align: center;"><b>This question is generally abstract</b></p>	<p style="text-align: center;"><b>Closing Question</b></p> <p style="text-align: center;"><b>Sample</b></p> <p>If you were writing this work what would the ending be?</p> <p>How does this idea connect to _____?</p> <p>Explain the consequences of the ideas in the text.</p> <p>Predict/justify future developments.</p>

## The Litmus Test for all Questions

- ▲ Could a group of students talk for twenty minutes on this question? (no finite list of responses; open-ended multiple correct answer that can be supported by the text)
- ▲ Does it prompt thinking? Does it help students to define abstract concepts such as truth, justice, and love?
- ▲ Is it void of teacher judgment? Do students draw inferences?
- ▲ Is it derived from the text? Does it directly or indirectly focus on opening and closing questions?