

Effective Questions

Fewer, Better, and Time to Think

Goals



- ☐ Questions to ensure all students are engaged, valued, and stretched.
- ☐ Efficient ways to gather responses from students.
- ☐ Routines for students to generate questions and monitor their thinking.
- ☐ Criteria for effective questions.

Your Questions?

2 X 2 X 2

Two people,
Two minutes,
Two Questions about
Questioning



Questions Only

The First Settlements

1. As we continue our study of the first settlements, consider the following **Investigative Question**: What can we learn about the *interactions between the English settlers and the Native Americans from the story of Pocahontas*?
2. Next, pre-read the secondary source using the **Questions Only Strategy**. Look carefully at the drawing and write as many questions as you can about the image.



THE WEDDING OF POCAHONTAS.

Spohni, G. (1867). [The wedding of Pocahontas with John Rolfe](#) / Geo Spohni. Library of Congress: Prints and Photographs Division.

3. Now, consider what this image might "say" about the Investigative Question.

Use these words to
begin your questions:

Who

Where

When

What

How

Why

Add more questions
below:



Goal

Increase our understanding of using questions to engage, value, and stretch all learners.

Choose a Question



List 3-5 questions you have about this picture.

What smells would you expect to smell if you were where this picture was taken?

If you could talk to one of the people in this picture, what would you say?

Turn the picture over and draw what you remember of this picture.

☐ Is familiar

Choose a Question



List 3-5 questions you have about this picture.

What smells would you expect to smell if you were where this picture was taken?

☐ Inspires questions

If you could talk to one of the people in this picture, what would you say?

Turn the picture over and draw what you remember of this picture.

Choose a Question



List 3-5 questions you have about this picture.

What smells would you expect to smell if you were where this picture was taken?

☐ Seems hard to answer

If you could talk to one of the people in this picture, what would you say?

Turn the picture over and draw what you remember of this picture.



Easiest to Hardest



Engages Different
Student Strengths



Attract Attention or Spark Interest



Inspires students to care



You could use...

Reading Time

Find two interesting and useful facts about questions

SAVE THE LAST WORD FOR ME"

PROTOCOL

① Read + highlight / ^{mark things}_{you find interesting or surprising}

② Break into groups of 3 and
sit knee-to-knee

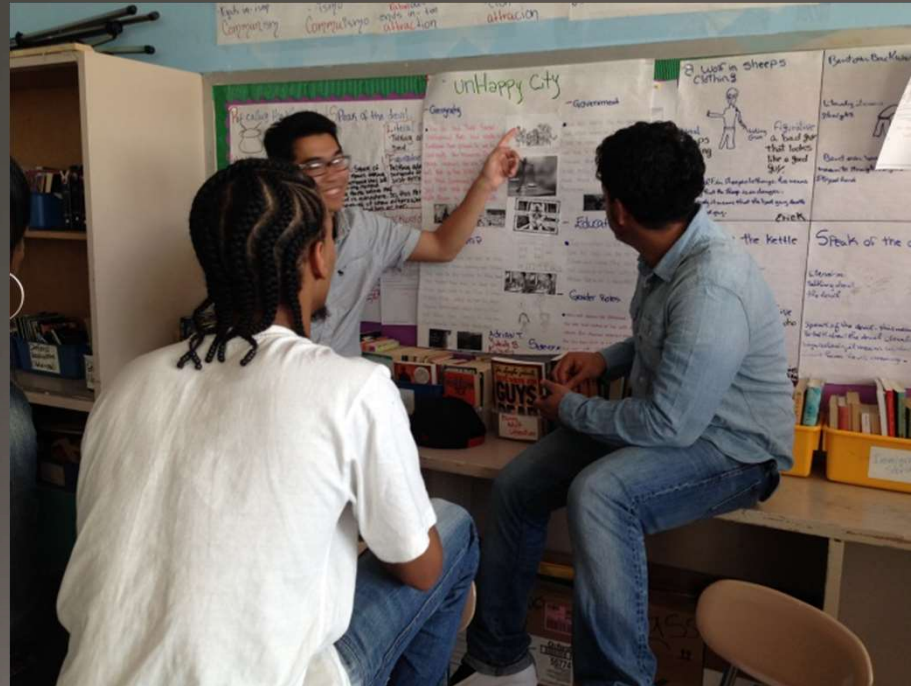


③ Pick ONE person to be
the "starting point" (raise your hand)

④ groups choose direction to move
(point to who will participate after you)

⑤ ROUND #1: FOR 1 MINUTE, person
1 shares what they highlighted
→ persons 2 + 3 will have 1 minute to respond
→ presenter has 1 min to share new ideas

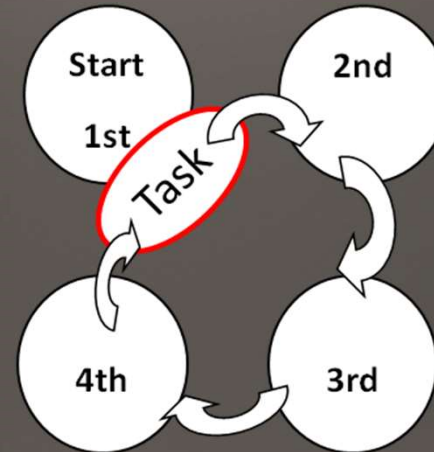
FQA



Elaborative Interrogation and Self-Explanation

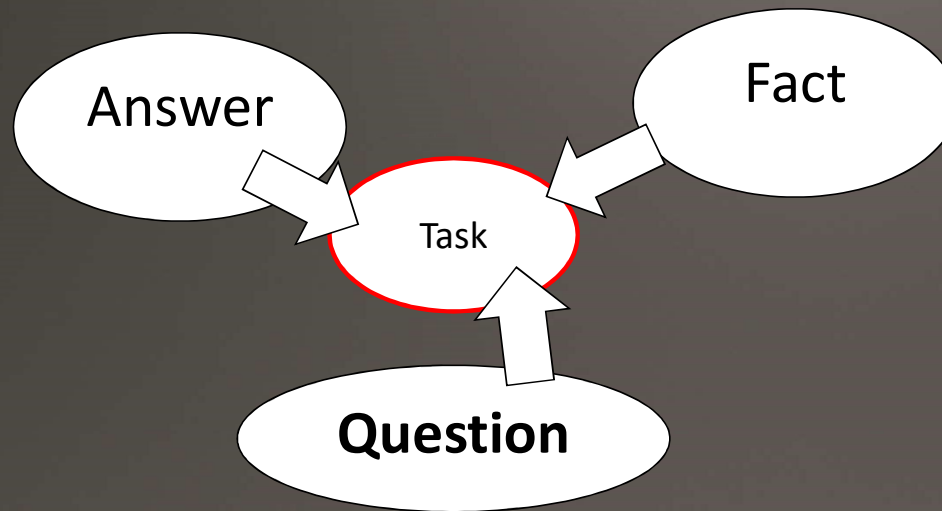
- 1) **FACT** - Read the fact to be remembered
- 2) **QUESTION** - Restate the fact into a *why or how* question
- 3) **Answer** the why question using your personal experience

Rounds



- 1) **FACT** - Read the fact to be remembered
- 2) **QUESTION** - Restate the fact into a why or how question
- 3) **Answer** the why question using your personal experience

Roles



- 1) **FACT** - Read the fact to be remembered
- 2) **QUESTION** - Restate the fact into a why or how question
- 3) **Answer** the why question using your personal experience

Make Meaning

Connect to:

- ☐ personal thoughts
- ☐ feelings
- ☐ attitudes
- ☐ points of view
- ☐ experiences and values

Make Current

Find relationships to thoughts of
peers, community, and/or world

Raise New Questions

Tests Our Thinking

Interest Lies in Complexity

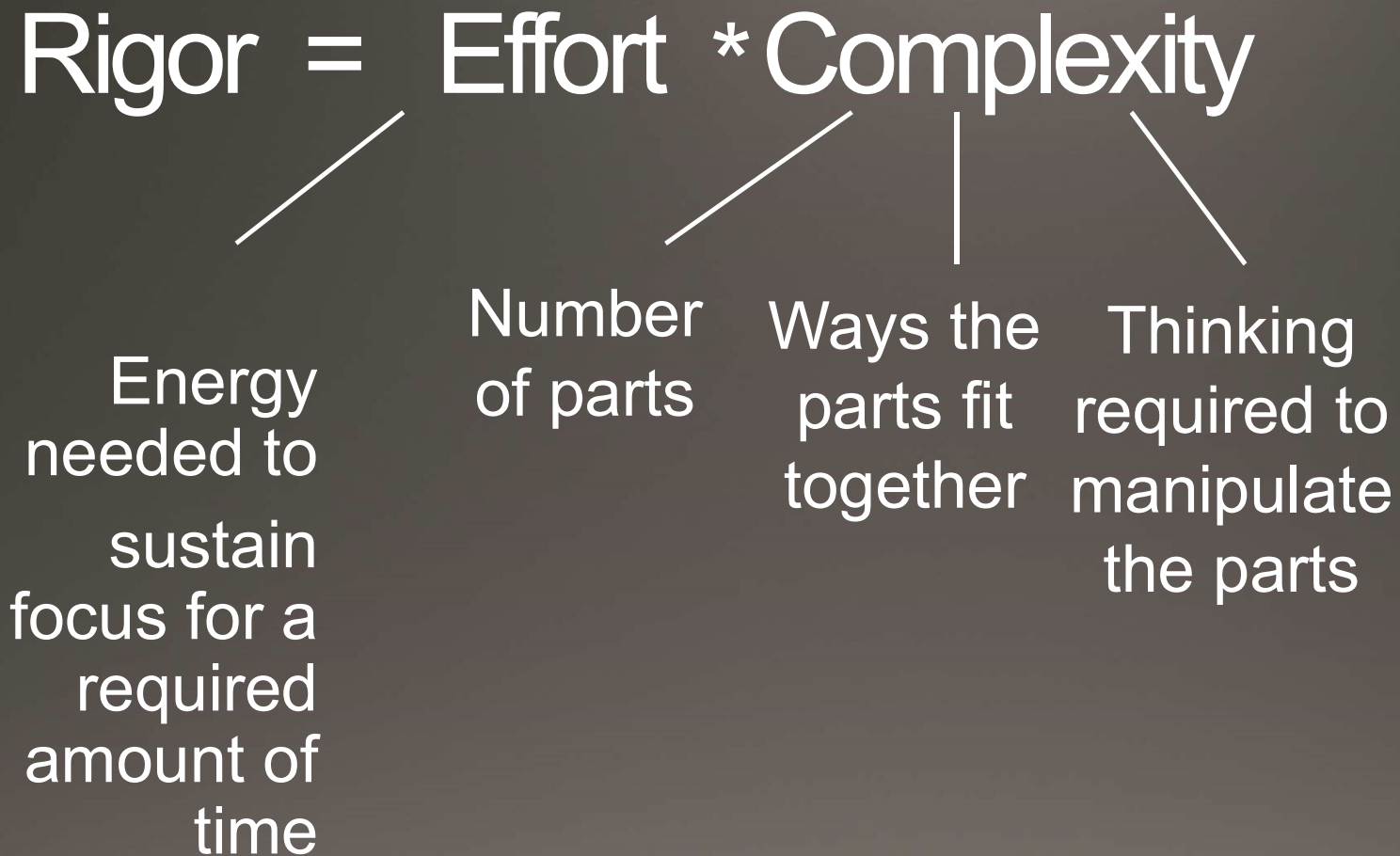


How many people are in this picture?

Interest Lies in Complexity



How many people are in this picture?



Understanding Goal: Seekers often find things



8551 On the summit of Mt. Hood, 11,235 feet above the sea, signaling 15

Write down take away ideas from our learning together that you can use in your work setting.

1.

2.

3.

Answers

- Speaking
 - Writing
- Drawing
 - Moving
- Building

Collect Answers

Teacher role is listener



Zoom-In Inquiry

Examine primary source clues carefully. Determine what you see and what questions you might ask to “get the big picture”.

What do you see?



Describe who you see in this image.

Where do you think this image was taken?



**What new people or
things do you see?**

**When do you think this
image was taken?**



Make a hypothesis about what is happening in this picture.





**What new evidence do you have to support
or shift your hypothesis?
Why do you think this image was created?**



Spectators standing on a dirt road, looking at a house damaged by a tornado. Illinois 1928. Photographs from the Chicago Daily News, 1902-1933 American Memory, Library of Congress

Thinking about your Thinking



- How did your perception of the image change as you saw more of the image?
- Why did your hypothesis change?
- What questions did the image leave you with?

Understanding the “big picture”






How might we describe the relationship between humans and nature?

What do we know about the relationship between
humans and nature?

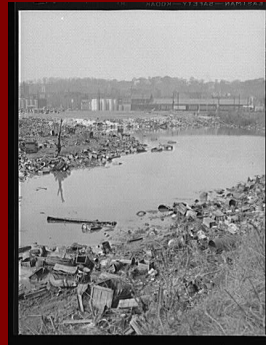
Claim _____	Support ↑	Question ?

What do we know about the relationship between
humans and nature?

Claim 	Support 	Connection 

Examine these images to determine how they help us understand the relationship between humans and nature.

Stream pollution. City dump.
Dubuque, Iowa
Library of Congress
Prints and Photographs Division



Under the descending fury of
Mt. Pelee, Martinique
Library of Congress
Prints and Photographs Division

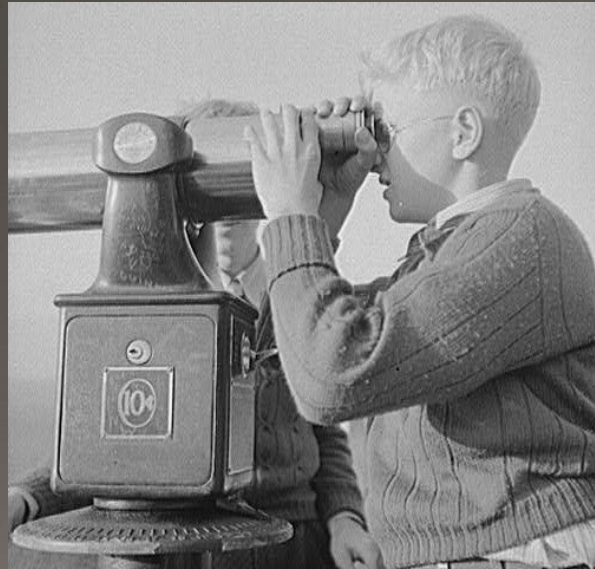


Galveston disaster, I'm
glad I'm living
Library of Congress
Prints and
Photographs Division



Survivors of the earthquake,
Messina, Sicily, Italy
Library of Congress
Prints and Photographs Division

Zoom-In Inquiry offers
irresistible invitations
to thinking



You're invited to be
Curious



Curious

- ◆ Wonder
- ◆ Ask questions
- ◆ Observe closely
- ◆ Find problems
- ◆ Be playful



You're invited to be...
Intellectually
Careful



Intellectually Careful

- ◆ Evaluate Evidence
- ◆ Alert for errors
- ◆ Check for accuracy
- ◆ Corroborate information
- ◆ Justify opinions with evidence



You're invited to be...
Reflective



Reflective

- Compare a product to criteria
- Evaluate a process
- Seek understanding
- Gather other opinions
- Consider relationship between parts and a whole

Interest Lies in Complexity

How many people are in this picture?

Interest Lies in Complexity



How many people are in this picture?

Interest Lies in Complexity



How many people are in this picture?

Interest Lies in Complexity



?

How many people are in this picture?

Type question?



Protest against child labor in a labor parade
Probably taken during May 1, 1909 labor parade in New York City.
Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Type question?



Protest against child labor in a labor parade
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Assess and further understanding

- Why do you think this is the case?
- What would have to change in order for ...?
- What's another way you might...?
- What criteria did you use to ...?
- When have you experienced something like this before?
- What do you assume to be true about...?
- What is the connection between...and...?
- What sort of impact do you think...?



What do you see?

What do you think you know about this document?



The Ambassador
LOS ANGELES

August 6, 1932.

Mr. Orville Wright,
15 North Broadway,
Dayton, Ohio.

My dear Mr. Wright:

The other day I had the fun of cracking a bottle of gasoline on the nose of a new automobile. I am just dropping this line to tell you that my fun was increased when I found that the one I christened was for you. I think the Terraplane is a great little car, and I hope my naming yours will add to your pleasure.

I wish that it were possible for your many friends in the East and West to see you more often. Perhaps the new Essex will help us to do so!

Sincerely yours,

Make a hypothesis about who may have written this document.

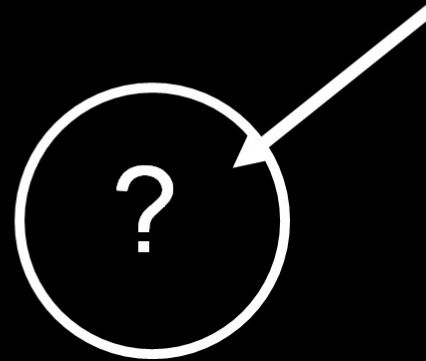
- a) Abraham Lincoln
- b) Martin Luther King, Jr.
- c) Amelia Earhart
- d) Henry Ford

What clues support your guess?



Who do you think the figures are communicating with?

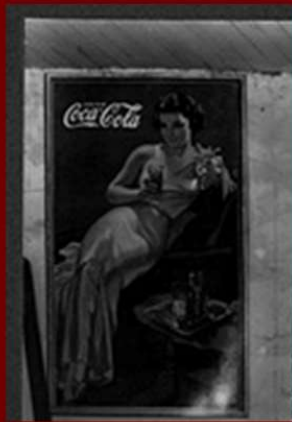
1. Who is this person?



2. List reasons to support your guess.

3. Is there another possibility? Why?

What do people do here?



What other items
might be here?



Why was this place important?



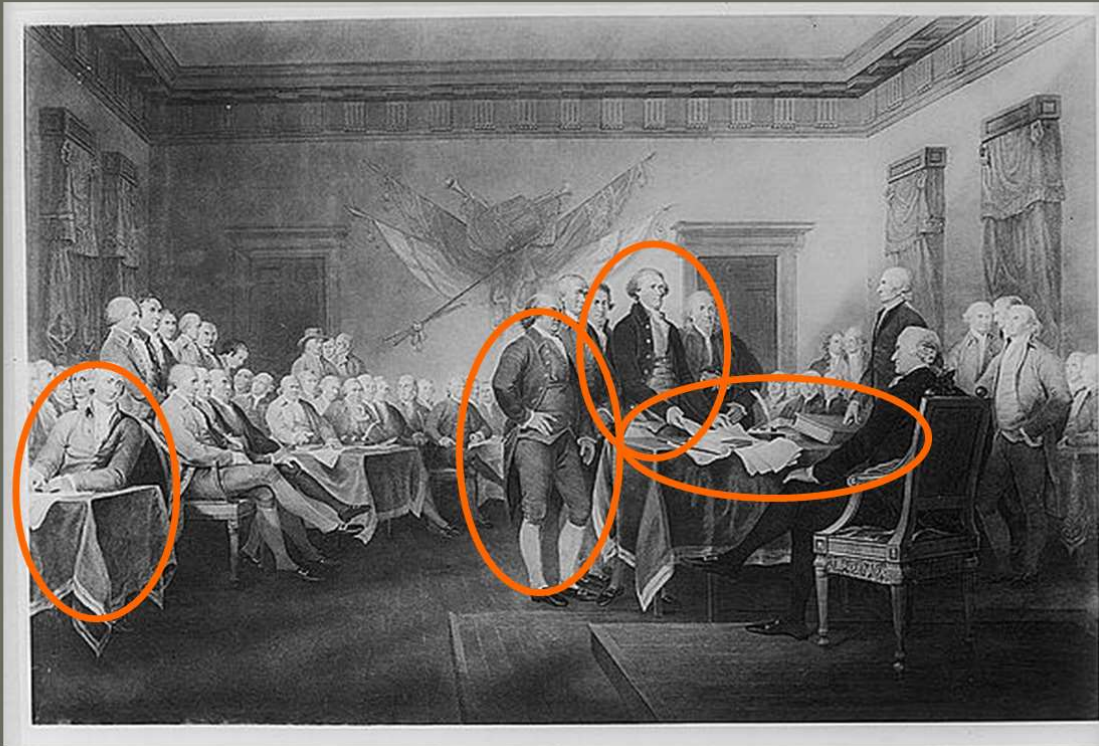
Click to show some answers.
What other evidence do you see?

Man taking notes to record
actions of a congress

The style of dress is colonial

Thomas Jefferson who wrote The
Declaration of Independence

The papers on the desk (The Declaration)
are being presented by Jefferson



How did experiences of the Civil War differ?



Historical Analysis and Interpretation



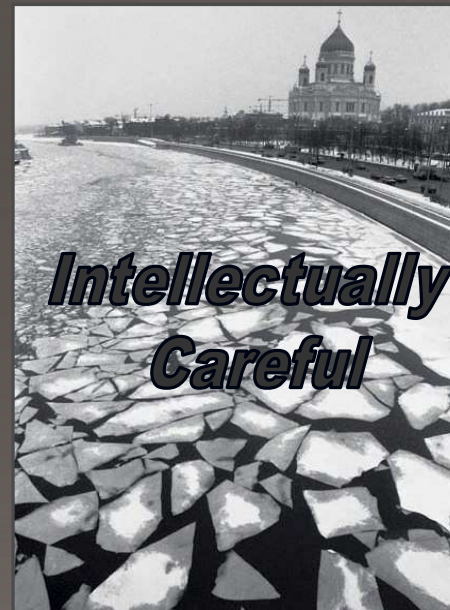
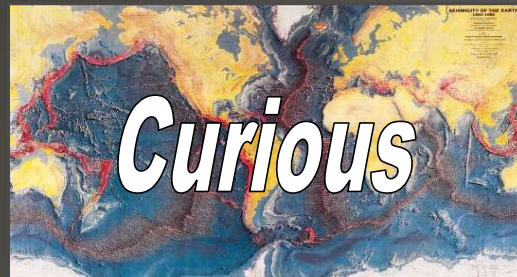
TITLE: Pocahontas saving the life of Capt. John Smith / New England Chromo. Lith. Co.
c1870.
Library of Congress Prints and Photographs Division

How does the story told in this painting compare to what you already know about the story of Pocahontas and your understanding of history?

What questions does this image leave you with?

Historical Research Capabilities

You're invited to be...





6551 On the summit of Mt. Hood, 11,225 feet above the sea. Signaling is

Understanding Goal: Seekers often find things

Write down take away ideas from our learning together that you can use in your work setting.

1.

2.

3.

Thinking Routines



- Work the first time
- Very few steps
- Widely applicable
- Create engagement
- Ageless
- Invoke high level thinking
- Can be made visible
- Can be used individually or in a group

You're invited to be...

