

# QUESTION BASED TEACHING & LEARNING

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# WHY ARE YOU HERE?

This course will provide teachers with many strategies for asking high level questions and for prompting students to create their own questions to guide reading, writing, and speaking and listening tasks. Participants will understand the research on effective questioning and be able to apply questioning strategies for core-aligned instruction. This class is hands-on and will require full participation.

***BE INSPIRED TO QUESTION AND TO ALLOW  
QUESTIONS TO GUIDE LEARNING IN YOUR CLASS!***

# WHERE ARE WE HEADED? WHEN IS LUNCH?

What are we learning?	What's the time frame?
One Question: Introductions & Mind Activation	8:30-9:00
Getting Better at Learning	9:00-9:10
Putting Students in Control of the Questions: Question Formulation Technique & Name that Text	9:10-9:50
From Lame to Lovely: Questions for Everyday Classroom Use in Lecture, DBQs, & Textbooks	10:05-11:10
Spin to Win Questions with Ted Talk	11:10-11:30
Lunch	11:30-12:30
A Conversation with the Author or Artist: Reading with Questions in Mind	12:35-1:00
Digging Deep into Complex Texts: Content, Meaning, & Style Questions	1:00-1:35
Modeling Question and Annotation	1:45-2:05
Question Quads: Student Driven Text Analysis	2:05-3:00
Questioning for Self-Assessment/Reflection	3:00-3:15

# HOW ARE WE LEARNING TODAY?

## Learning by Doing

- **Content today based on many different grades, 6-12.**
- **All ideas could be modified to fit a specific grade level and differentiated for students.**
- **Participation in a hands-on way is the way in which we will learn, process, reflect, and grow.**
- **Ask questions...cuz' it's a question class!**

# WHY ASK QUESTIONS?

- To actively involve students in the lesson
- To increase motivation or interest
- To evaluate students' preparation
- To formatively assess depth of understanding
- To develop critical thinking skills
- To review previous lessons
- To nurture insights
- To assess achievement or mastery of goals and objectives
- To stimulate independent learning

# NEOTENOUS

EXHIBITING CHILD LIKE ATTRIBUTES AND DISPOSITIONS IN ADULTHOOD.



IF YOUR TEAM OF THREE COULD ASK ONLY ONE QUESTION TO INTERVIEW A PERSON TO BE YOUR TEAM TEACHER OR YOUR CHILD'S TEACHER, WHAT QUESTION WOULD YOU ASK?



REFLECTION ON *ONE QUESTION*: CHOOSE ONE AND PROVIDE REASONS FOR YOUR RESPONSE.

Simple or complex?

Interesting or dull?


Creative or banal?

Coherent or disjointed?



**POSSIBLE STUDENT QUESTION:**

**IF YOU HAD TO SAY THAT ONE FOUNDER MADE THE GREATEST IMPACT ON AMERICAN HISTORY, WHO WOULD YOU CHOOSE?**



What one content question you could ask your class to deliberate?



# WHAT CAN WE DO TO GET BETTER AT LEARNING?

<http://www.theatlantic.com/video/index/405715/what-can-people-do-to-get-better-at-learning/>

Make a list of three ways to get better at learning as suggested in the video. Write a question about one of these suggestions.

"THE WORD 'WHY'  
NOT ONLY TAUGHT ME  
TO ASK, BUT ALSO  
TO THINK.

AND THINKING HAS  
NEVER HURT ANYONE.

ON THE CONTRARY,

IT DOES US ALL  
A WORLD OF GOOD."

*Anne Frank*

# QUESTION FORMULATION TECHNIQUE

# WHAT IS QUESTION FORMULATION TECHNIQUE?

- **Produce Your Questions.**
  - Base your questions (loosely, if need be) on the focus word, phrase, or statement.
  - Number your questions for each source.
- **Categorize Your Questions as C or O.**
  - Closed-ended questions (C) can be answered with “yes” or “no” or with one word.
  - Open-ended questions (O) require an explanation and cannot be answered with “yes” or “no” or with one word.
- **Name Advantages and Disadvantages of Types of Questions.**
  - Change one closed-ended question into an open-ended, and change one open-ended question into a closed-ended one.
- **Prioritize Your Questions.**
  - Choose the three most important questions from your list. Mark them with an “X” or highlight them.
  - Discuss your reasons for selecting those three questions.
  - What are the numbers of your priority questions?
- **Reflect.**
  - Did your questions represent historical thinking skills? Why or why not?
  - What did you learn? What value does it have?
- **Do something to extend your learning on the focus and to answer your priority questions. Research to find out answers and to develop further questions.**

# HOW SHOULD WE PREP FOR QFT?

## Focus:

Choose something broad. Don't give away the whole game. Don't point students in a certain direction.

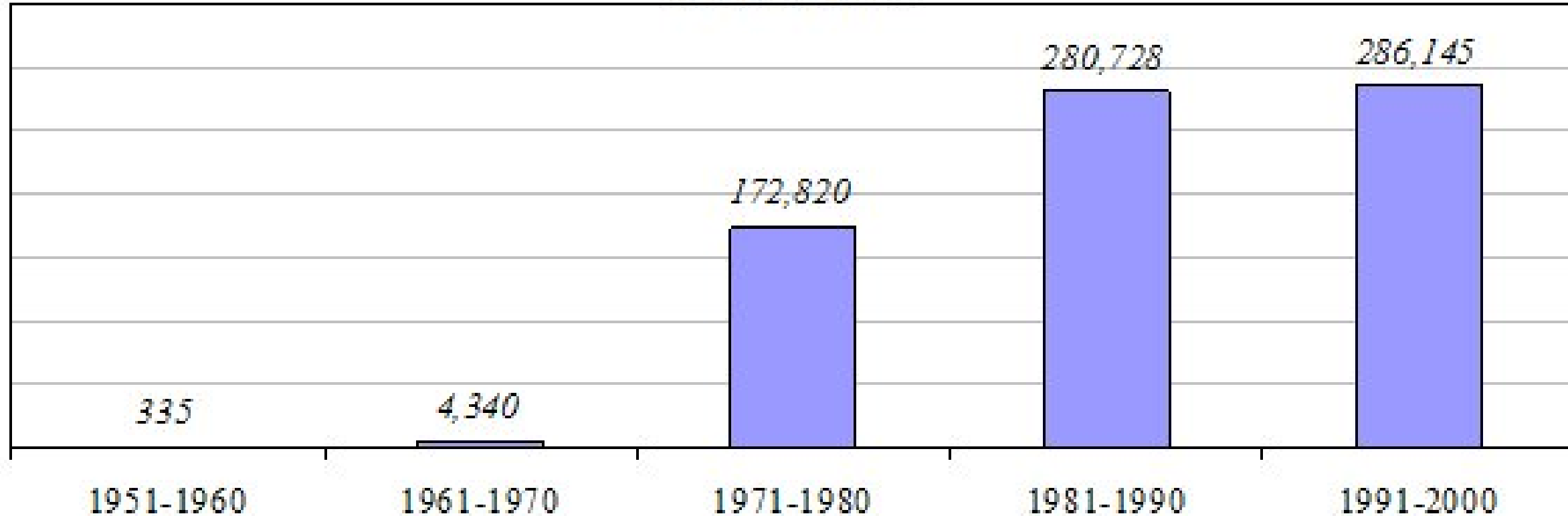
## Rules:

- Ask as many questions as you can.
- Do not stop to discuss, judge or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.

Document A

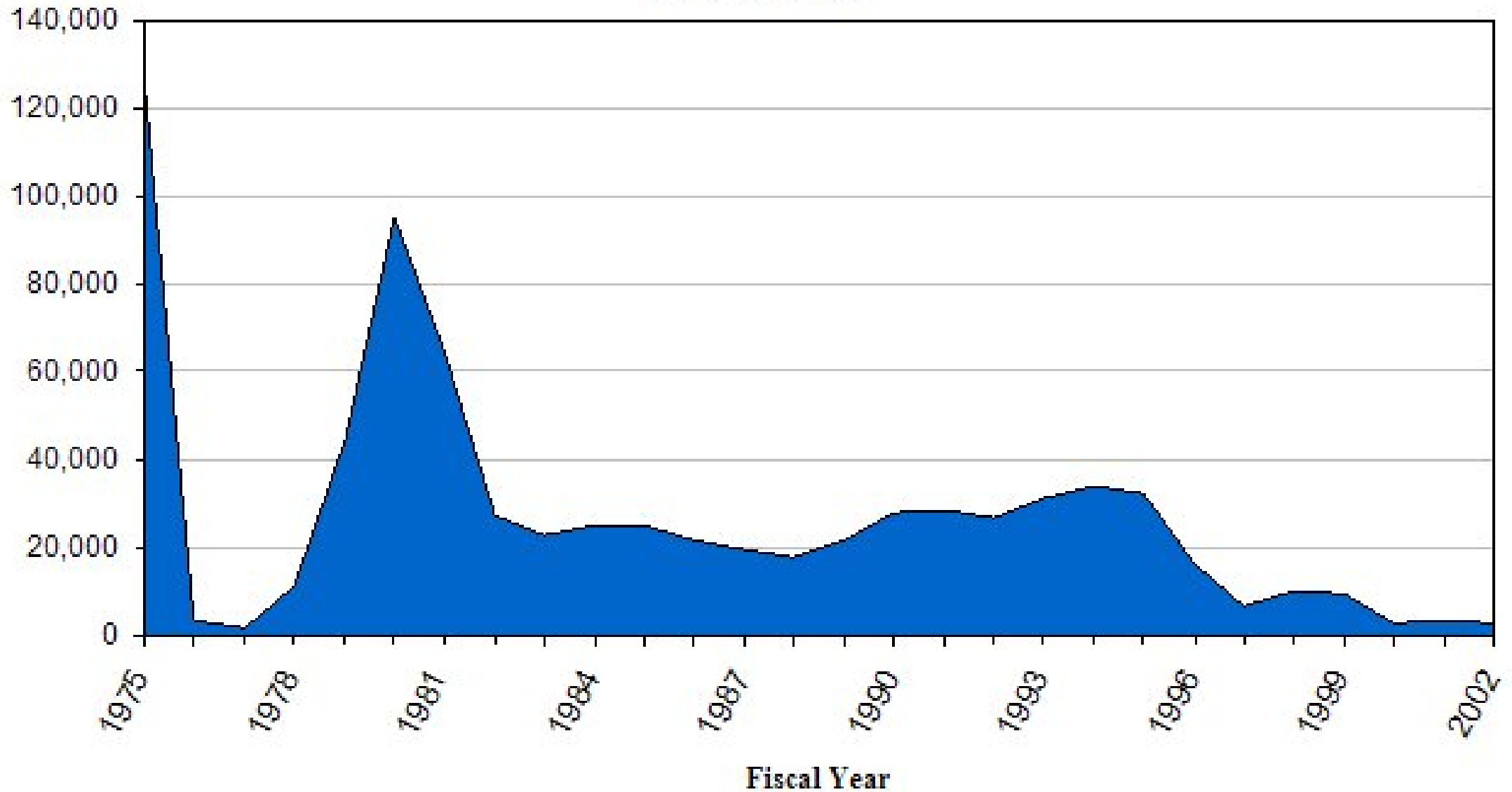


### Immigrant Arrivals to the United States from Vietnam\* FY 1951-2000



\* Figures are for immigrants admitted to the United States for permanent residence, based on country of last residence. Source: Office of Immigration Statistics, Department of Homeland Security, 2003 Yearbook of Immigration Statistics, September 2004 – Table 2, p. 14.

### Vietnamese Refugee Arrivals to the United States FY 1975-2002



Source: Southeast Asia Resource Action Center, Southeast Asian American Statistical Profile. Washington, DC: 2004, p. 10.

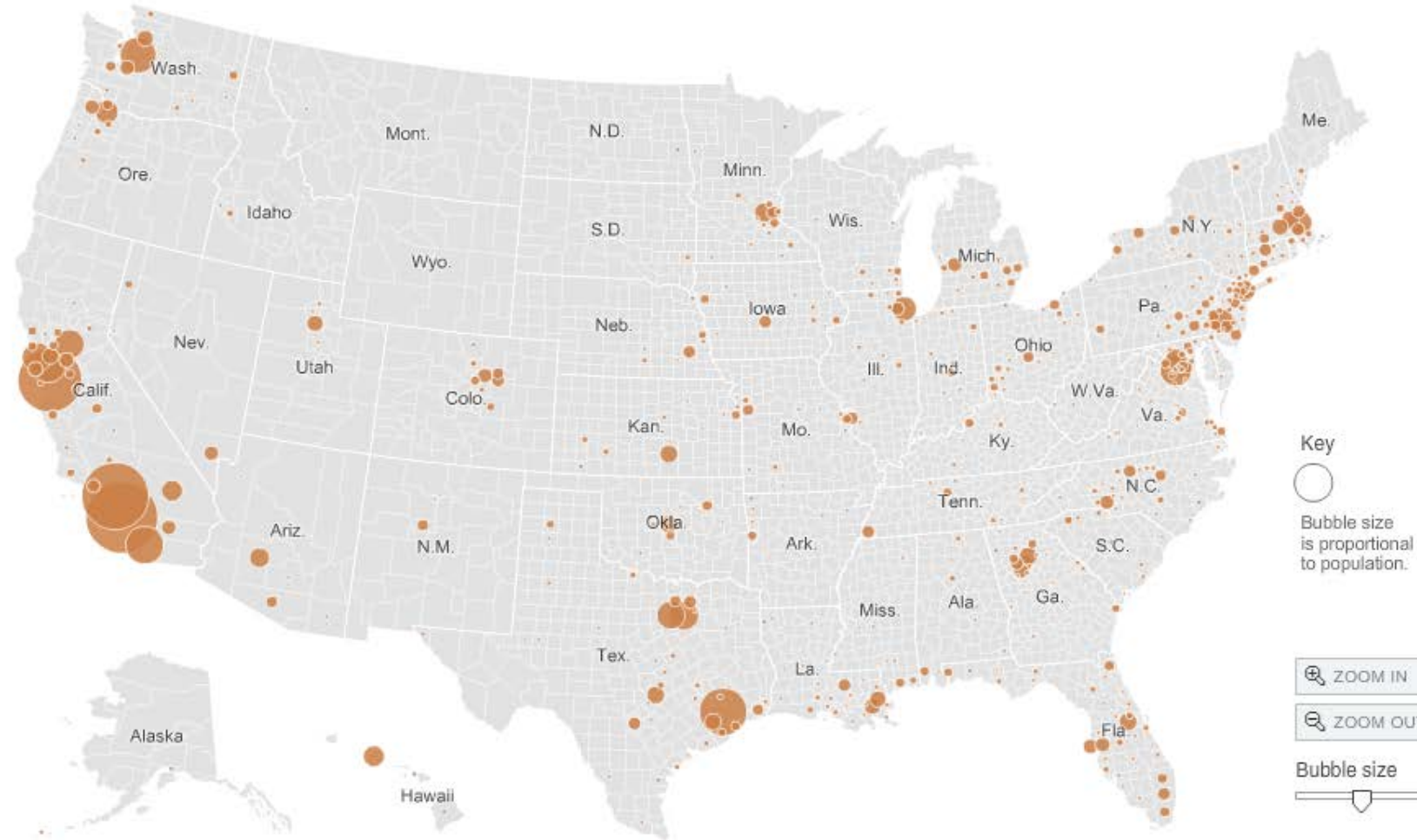


## Immigration Explorer

Select a foreign-born group to see how they settled across the United States.

Vietnam | ▾

1880 '90 1900 '10 1920 '30 1940 '50 1960 '70 1980 '90 2000



<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

What do you want to check out?

Note: Due to limitations in the Census data, foreign-born populations are not available in all areas for all years.

Sources: Social Explorer, [www.socialexplorer.com](http://www.socialexplorer.com); Minnesota Population Center; U.S. Census Bureau

Matthew Bloch and Robert Gebeloff/The New York Times

## Migration of the “Boat People”

Read the text below.

In 1954, the nation of Vietnam was divided into two distinct zones along the 17th parallel. A communist party governed the Democratic Republic of Vietnam (North Vietnam) and a more democratic party governed the Republic of Vietnam (South Vietnam). The Vietnam War started in 1957, when the communist Viet Cong rebelled against the South Vietnamese government.

The Vietnam War became a proxy war of the Cold War. The United States supported the government of South Vietnam, and sent in the first American ground troops in 1965. Ten years later, South Vietnam’s capital, Saigon, fell to North Vietnamese forces. The fall of Saigon (later renamed Ho Chi Minh City) triggered waves of migration out of Vietnam.

Political oppression, poverty, and continued war were the main reasons Vietnamese fled their country. The desire to leave was especially great for Vietnamese who had fought for the South, worked with the United States, or held positions in the South Vietnamese government.

Political oppression came in the form of “re-education” camps. South Vietnamese leaders were often sentenced to attend these camps. Re-education camps were political prisons where inmates were indoctrinated to the ideology of their new government. One million Vietnamese were sent to re-education camps. Torture was not unusual, and thousands of Vietnamese tried to escape.

Political and economic oppression were imposed on Vietnam’s ethnic minorities. In 1978, the government created laws that targeted people of Chinese descent living in Vietnam. The new laws made it possible for the government to seize Chinese-owned businesses. Vietnamese citizens with Chinese ancestry worked to leave their country to seek greater economic and social freedom.

Finally, although the nation reunified, war continued. In 1979, Vietnam took up arms against the Khmer Rouge in Cambodia, which had been invading Vietnamese villages along the border. Thousands of rural Vietnamese fled the conflict.

Few Vietnamese could cross their borders to neighboring countries. Vietnam is bordered by only three countries: Cambodia, China, and Laos. Vietnam was at war with Cambodia—and Cambodia was supported by China. Laos had a communist government that was similar to, and supported by, the government of Vietnam.

The only real option for Vietnamese people determined to flee was the South China Sea. By 1978, more than 500,000 Vietnamese tried to leave their country in small, unseaworthy boats. Some boats were so small they carried a single family. Others held hundreds of refugees. These Vietnamese migrants were named “boat people” because of their method of escape.

Because the boats were leaky, unseaworthy, and overcrowded, boat people were not able to travel far. Many navigated the Gulf of Thailand (to the southwest) and the South China Sea

Read through this passage.

Highlight information that helps to:

- Answer one of your questions;
- Sheds light onto one of your questions or inferences;
- Makes you want to change a question;
- Makes you ask an additional question.

# SMALL CIRCLE DISCUSSION

Groups of four

1. What did you wonder?
2. What did you learn?
3. What do you still wonder?
4. What might you do to find out?

# CURIOSITY IS INTRINSIC MOTIVATION

When a person's curiosity is piqued, it becomes easier to remember information presented on the topic: "Curiosity puts the brain in a state that allows it to learn and retain any kind of information, like a vortex that sucks in what you are motivated to learn, and also everything around it."

Gruber, M. (2014). *States of Curiosity Modulate Hippocampus-Dependent Learning via the Dopaminergic Circuit*. Neuron.

# QUICK & SIMPLE STRATEGY FOR SIMPLE TEXTS: **THAT TEXT!**

Please read through the assigned article.

1. Write a title for the piece that is between 5-10 words long and is in the form of a question?
2. Underline 3-4 sentences (evidence) in the piece that most inspired your title.

# BREAK TIME



TEACHERS ASK AROUND **400** QUESTIONS  
EVERY DAY, WHICH ADDS UP TO A  
STAGGERING **72,000** A YEAR.

How might we consider improving our skill in this prolific practice?

# AMPING UP THE EVERYDAY: LAME TO LOVELY QUESTIONS

Textbook, DBQs, Lectures



# QUESTIONING SEQUENCE FOR OPENERS/SPONGES



- Visual or word activator
- Description of what is seen
- Predictions about what is seen
- Questions about what's to come

# SPONGE WORD: REGION



What do you see?

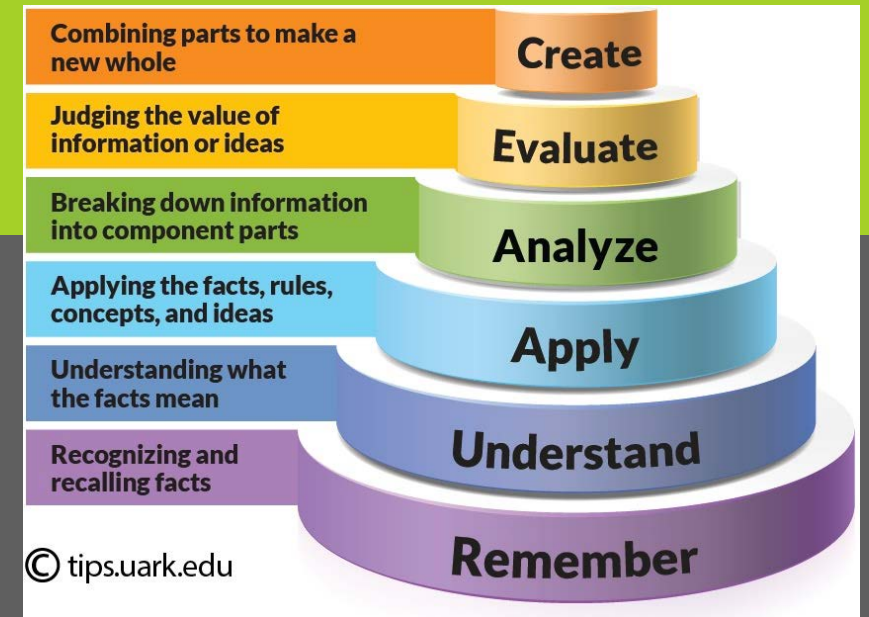
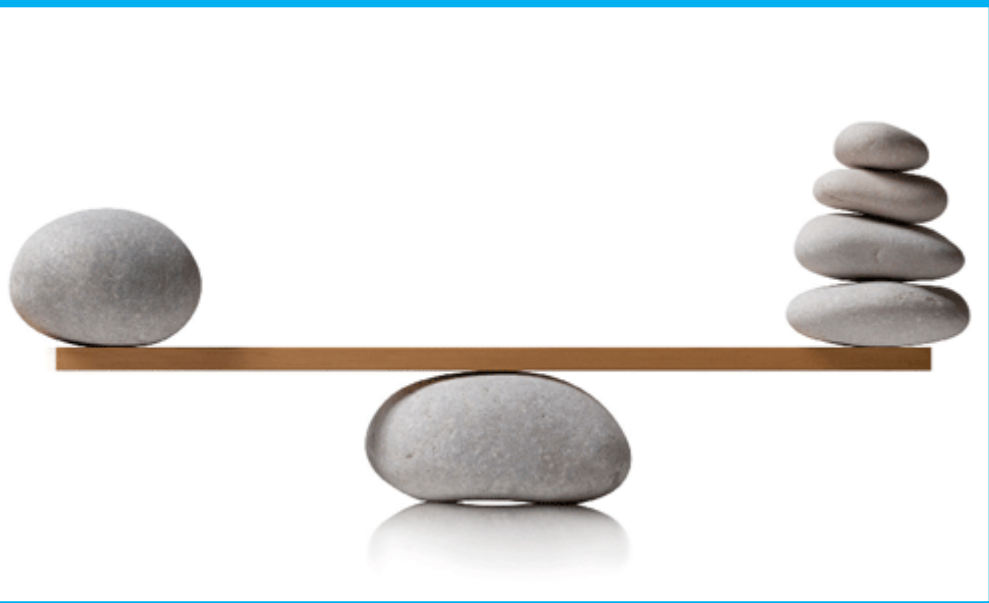
Why do you think I'm asking you to look at this?

What questions do you have about this word, image, or what's to come?

# TEXT DEPENDENT & SPECIFIC QUESTIONS

## Text Dependent Questions

Require students to answer using evidence from the text; cannot be answered without reading the text



## Text Specific Questions

Require students to delve into the particular complexities of the text at hand; are based solely on that text, not generalizable (e.g. not “What are the main idea and details of the text?”).

# I OPENED UP THE UNITED STATES HISTORY BOOK TO A RANDOM PAGE AND THIS IS WHAT I FOUND.

Driving Question for Ch. 23/Sec 3: **Do you think American forces can help the Allies win the war?**

Headings of Section 3:

- **American Soldiers Arrive**
- **Winning the War**
- **Armistice**

You tell me, without reading more than three headings, do you know the answer?

**World War I U.S. Soldier**

Soldiers carried a pack called a haversack, which held food, personal items, and extra socks.

The appearance of the Springfield rifles fooled the Germans into thinking the Americans had machine guns.

Gas masks were carried in a pouch around the neck.

A wool tunic was worn over a wool shirt and wool breeches.

Wool cloth strips called puttees were wrapped around the legs and tops of shoes for protection.

A blanket could be carried at the bottom of the haversack with a special attachment.

**ANALYSIS SKILL ANALYZING VISUALS**

**How did clothing and supplies help a U.S. soldier in the battlefield?**

# WHAT MAKES A GOOD TEXT DEPENDENT QUESTION?

- It guides students towards the larger understanding. It may help them to see something they didn't notice on their own.
- It requires text evidence in the answer (not a single piece but several pieces or a synthesis).
- It requires a little search or analysis.
- It attends to important vocabulary, text structure, and ideas.
- When possible, it connects one text to another.

## Guide to Writing Text-Dependent Questions

Adapted from "A Guide to Creating Text Dependent Questions for Close Analytic Reading" by Student Achievement Partners

### Guided Steps

### Working Draft of Vocabulary and Questions

1. Identify the Core Understandings and Key Ideas of the Text

What is the agreed upon essential understanding of the text? (single, full sentence)

What areas of this text are the most complex? Need the most unlocking?

Are there any sub-textual or nuanced understandings to which you also want to attend?

What is the reason for choosing this text? Does it highlight an important aspect of your standards?

What words or phrases are crucial to understanding and cannot be identified using context clues? Write SHORT, student friendly definitions for each in the sidebar of the document.

Is there an area in which a tough vocabulary word/phrase appears for which there are context clues which are a bit difficult to navigate? If so, write a question that requires students to pull out clues to identify meaning.

# HOW COULD YOU USE QUESTIONS TO MAKE READING THE TEXT MORE INTERESTING?

## Small Group Brainstorm:

- What types of questions might you ask?
- In what context and for what purpose?

One Suggestion: *Metaphorical Analysis*

How would you characterize America's involvement in WWI? Was it most like a movie's:

**Director**

**Lead Actor**

**Cast of Extras**

**Writer/Producer**

**Stunt Director**

**Marketing & Advertising Director**

**Makeup Artist**

Explain your answer with details from the text. Be prepared to share.

# CHANGING UP THE QUESTIONS ON DBQS OR PRIMARY SOURCE LESSONS



# PRACTICE WRITING TDQS FOR DBQS

In your role as a teacher  
start with your own  
observations and  
questions.  
Make a T-Chart.

Observations | Questions

## Alexander's Empire



**Note:** In 334 BCE, Alexander crossed from Macedonia to Asia with an army of about 40,000. Most were Macedonians; others were Greeks and mercenaries (hired fighters).

# PRACTICE WRITING TDQS FOR DBQS

Be prepared to share the two questions you create for this document in the DBQ:  
How Great Was Alexander the Great?

## Alexander's Empire



**Note:** In 334 BCE, Alexander crossed from Macedonia to Asia with an army of about 40,000. Most were Macedonians; others were Greeks and mercenaries (hired fighters).

# REFLECTION

- How often do *YOU* question the texts you put in front of students?
- Why is it so important to develop your own questions on a document before showing it to students?

# ADDING TEXT DEPENDENT QUESTIONS AND DISCUSSION TO LECTURES



Rich & complex texts relevant to area of study

Text dependent & specific questions

Engagement in conversations analyzing text

# FROM TEACHER-CENTERED TO SHARED LEARNING THROUGH QUESTIONS

## Original

- 36 slides
- Not too wordy
- Great visuals
- Primary and secondary sources
- Teacher-centered; teacher as expert
- 90 minute block period

## Reboot

- 4 additional slides (40 total)
- Based on original source material
- New added time to stop, analyze, converse, and reflect as whole group
- Increased student engagement; students constructing meaning with background provided by teacher
- 115 minutes (1.5 block periods)

# CIVIL WAR, 1861-1862

Study the map closely. With your table group, discuss the following:

What can we infer about the Union and Confederate strategies from this map?

Using information from the map alone, support one of the following claims:

*In the early years of the War, (the Union OR the Confederacy) was poised for victory.*



<http://www.youtube.com/watch?v=tomcN9qC2wo>

As you watch the short video, take notes on the following questions. Write down short quotes/paraphrases or single words that will help you remember the answers to your questions.

1. What words and phrases are used to describe the Battle of Antietam?
2. What impact did photography have?
3. What happened to the dead (and wounded) after the battle? For what reasons?
4. How is Antietam described as a turning point in the war and in American history?



“Of all the country’s foundational and key documents the Emancipation Proclamation may well be the most misunderstood. On the one hand, there are a healthy share of Americans who believe that Lincoln freed all the slaves with a stroke of his pen. On the other, there is this cynical modern take that says Lincoln wasn’t interested in emancipation, that he took action for purely political reasons, for military reasons and this notion that not many slaves were actually freed. None of that is exactly true.”

Eric Foner, historian, quoted in *America's Understanding of Emancipation Proclamation On Its 150th Anniversary Too Simple For Country's Own Good* (Huffington Post, 1/1/13)

Are there reasons for the misunderstanding Foner notes that can be found in the Emancipation Proclamation itself?

Read and discuss with a partner your assigned portion of the document for evidence of the Emancipation as a freedom document and evidence of it as a political and military document.

Group 1: Read lines 36-47.

Group 2: Read lines 48-56.



# THINKING CRITICALLY

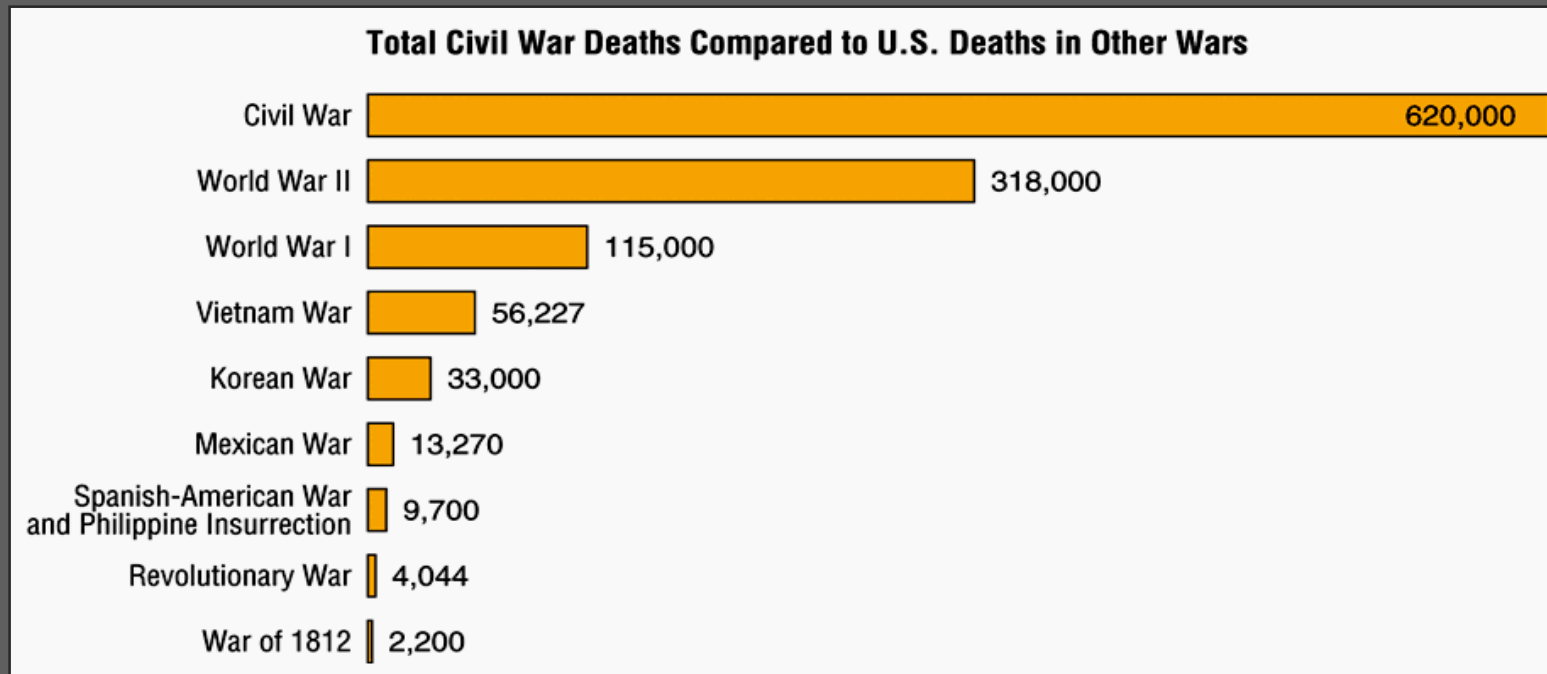
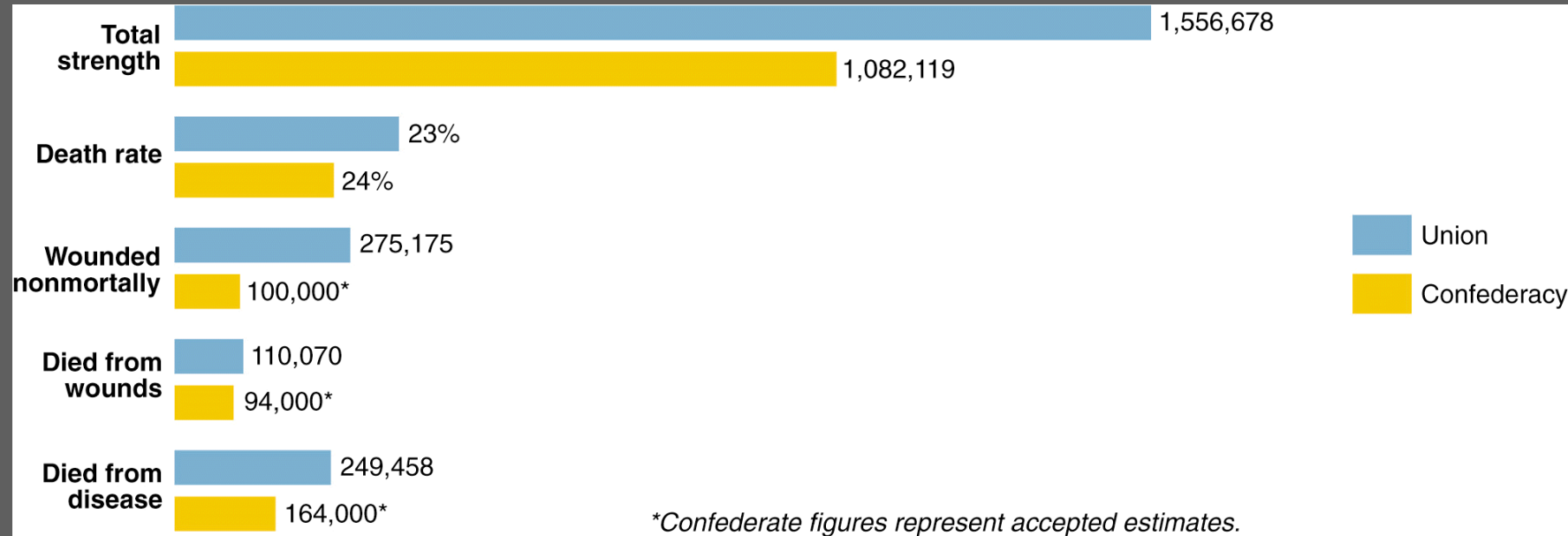
1. With a partner, study these graphs.

2. Write down as many questions as you can about this information. What information would help you better understand these graphs?

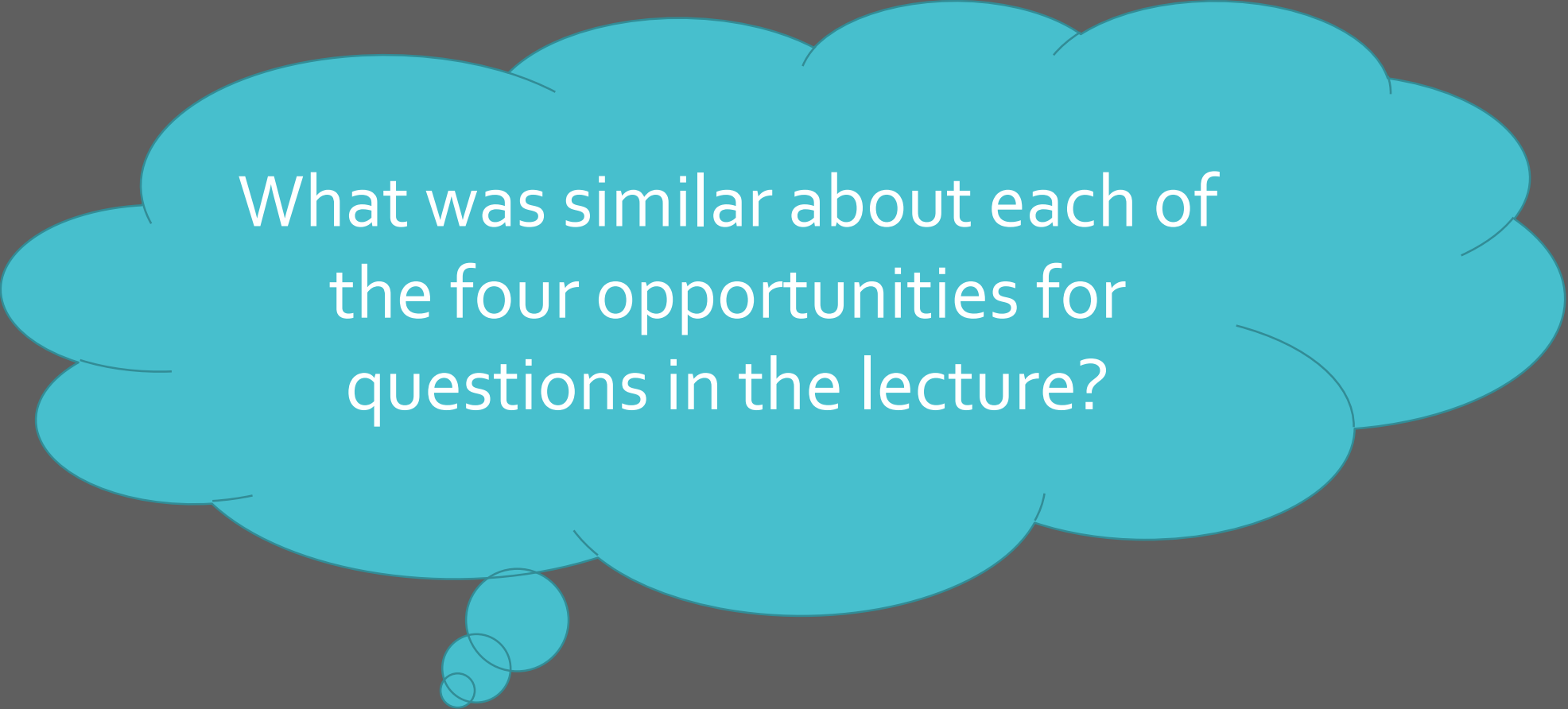
*An example question is: What was the total population of the United States during each of these wars?*

3. Rank your questions from most interesting/important to least. Research to find the answer to one of your top three questions for homework.

4. Whole class discussion: Why is it important to look at the “white space” (what is left out of a source)?



# THE COMMON THREAD



What was similar about each of the four opportunities for questions in the lecture?

# MINGLE & REFLECT

How might you amp up your everyday with questions for textbook, DBQs, and lectures?



- What are **3** ideas you want to keep in mind?
- In your next unit, what are **2** two things you might do differently?
- What is **1** question you have now?

# VIDEO & TRANSCRIPT

Ramsey Musallam:

## 3 rules to spark learning

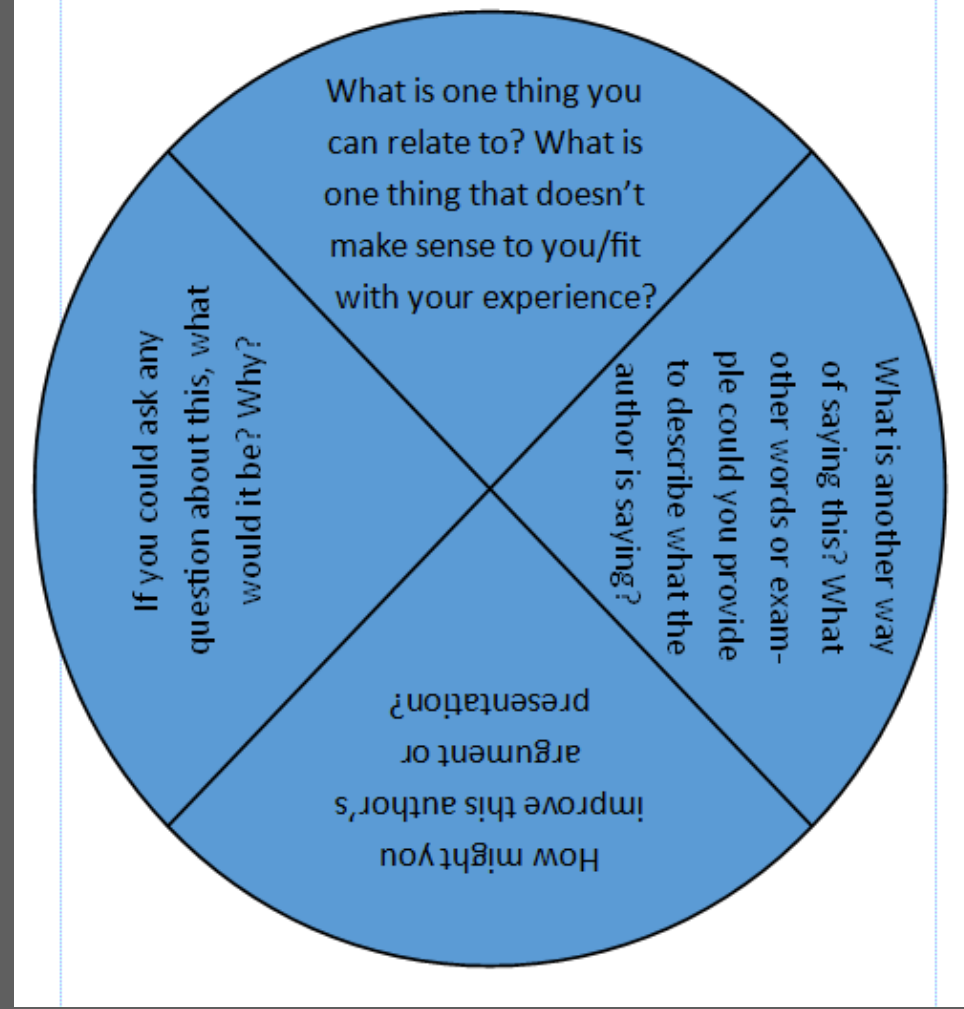
TED Talks Education · 06:29 · Filmed Apr 2013

 36 subtitle languages 

 View interactive transcript



# SPIN A QUESTION RESPONSE TIME



# LUNCH TIME



# WHY NOT IMAGINE A CONVERSATION WITH THE AUTHOR?

“Mr. Locke, why do you think owning property is so important to citizenship?”



# WHAT TYPES OF QUESTIONS MIGHT YOU ASK AN AUTHOR?

- Why did you choose this subject? This word? This example?
- What do you personally think about the sides you are presenting? Do you agree more with \_\_\_\_\_ or blank \_\_\_\_\_?
- Did you experience something like \_\_\_\_\_ yourself?
- You describe \_\_\_\_\_ as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. But couldn't people disagree and say \_\_\_\_\_?
- Why did you choose to leave out \_\_\_\_\_?
- What type of example could you provide for \_\_\_\_\_?
- I'm skeptical of \_\_\_\_\_ for \_\_\_\_\_ reason? Why do you think this is the \_\_\_\_\_.
- When you say \_\_\_\_\_, what do you really mean?
- ???????



1 **5 Ways to Help Your**  
2 **Students Become Better Questioners**  
3 **by Warren Berger**

4 ORIGINALLY PUBLISHED: AUGUST 18, 2014 | UPDATED: AUGUST 17, 2015

5

6 The humble question is an indispensable tool: the spade that helps us dig for truth, or the flashlight that  
7 illuminates surrounding darkness. Questioning helps us learn, explore the unknown, and adapt to  
8 change.

9 That makes it a most precious “app” today, in a world where everything is changing and so much is  
10 unknown. And yet, we don’t seem to value questioning as much as we should. For the most part, in our  
11 workplaces as well as our classrooms, it is the answers we reward -- while the questions are barely  
12 tolerated.

13 To change that is easier said than done. Working within an answers-based education system, and in a  
14 culture where questioning may be seen as a sign of weakness, teachers must go out of their way to  
15 create conditions conducive to inquiry. Here are some suggestions (based on input from question-  
16 friendly teachers, schools, programs, and organizations) on how to encourage more questioning in the  
17 classroom and hopefully, beyond it.



# 5 Ways to Help Your Students Become Better Questioners

by Warren Berger

ORIGINALLY PUBLISHED: AUGUST 18, 2014 | UPDATED: AUGUST 17, 2015

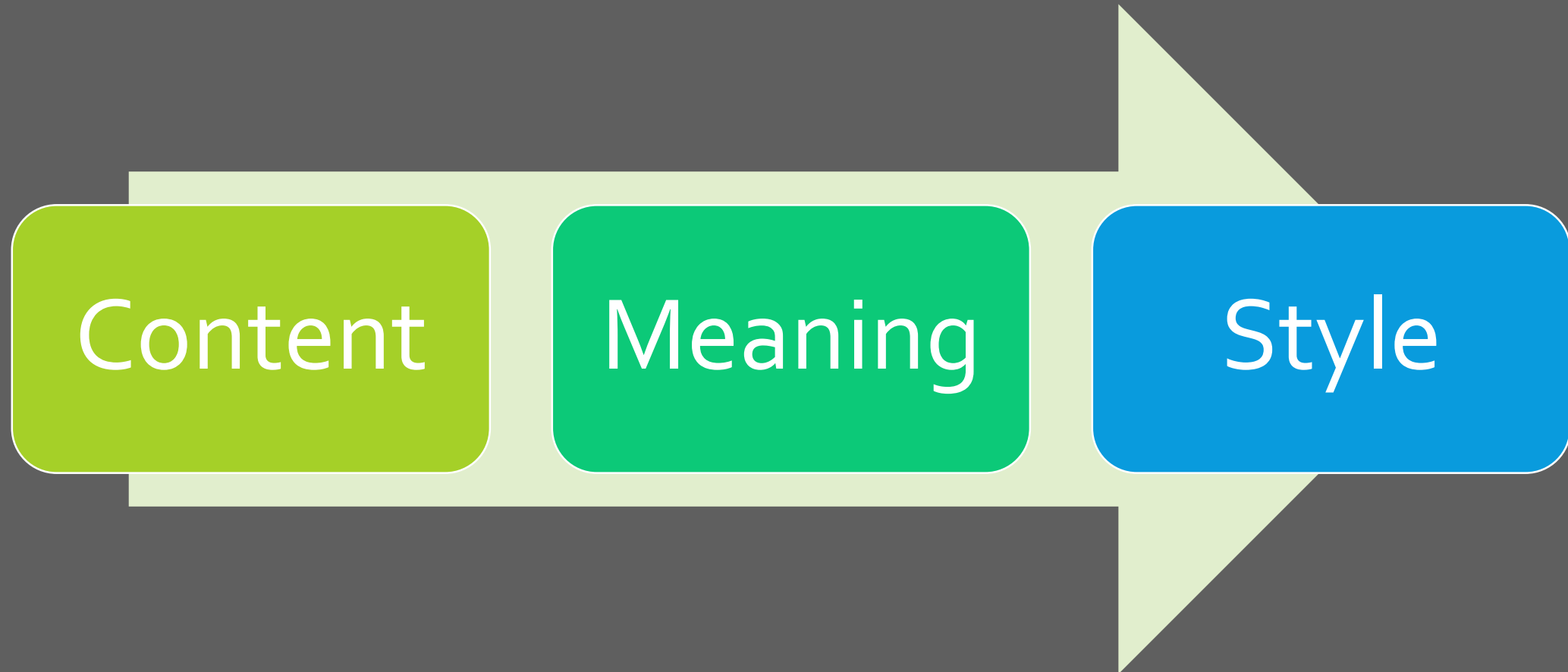
The humble question is an indispensable tool: the spade that helps us dig for truth, or the flashlight that illuminates surrounding darkness. Questioning helps us learn, explore the unknown, and adapt to change.

That makes it a most precious "app" today, in a world where everything is changing and so much is unknown. And yet, we don't seem to value questioning as much as we should. For the most part, in our workplaces as well as our classrooms, it is the answers we reward -- while the questions are barely tolerated.

To change that is easier said than done. Working within an answers-based education system, and in a culture where questioning may be seen as a sign of weakness, teachers must go out of their way to create conditions conducive to inquiry. Here are some suggestions (based on input from question-friendly teachers, schools, programs, and organizations) on how to encourage more questioning in the classroom and hopefully, beyond it.

1. In a group of three, share out your questions.
2. Choose the best question that each person asked.
3. Be prepared to share why these three questions were considered the best.

# PLANNING QUESTIONS ABOUT TEXT: A VIDEO INTRODUCTION



# PLAN QUESTIONS FOR THE EXCERPT FROM "A MORE BEAUTIFUL QUESTION"



Content

Meaning

Style

*Who is allowed to ask  
questions in class?*


# 1 Who is entitled to ask questions in class?

2 Excerpted from *A More Beautiful Question* by Warren Berger

3 **The issue of “who gets to ask the questions in class” is one that touches on**  
4 **matters of purpose, power, control, and, arguably, even race and social**  
5 **class.**

6 Dennie Palmer Wolf, a professor of education at Brown University, examined  
7 the role of questioning in schools for her academic paper “The Art of  
8 Questioning,” and found that teachers tended “to monopolize the right to  
9 question” in classrooms. (To the extent that students shared in that privilege,  
10 Wolf cited research showing that it was “the private preserve of the few—the  
11 bright, the male, the English-speaking.”). Moreover, Wolf’s research found  
12 that questions were often used by teachers primarily to check up on  
13 students, rather than to try to spark interest; such questions were apt to  
14 leave a student feeling “exposed,” rather than inspired.

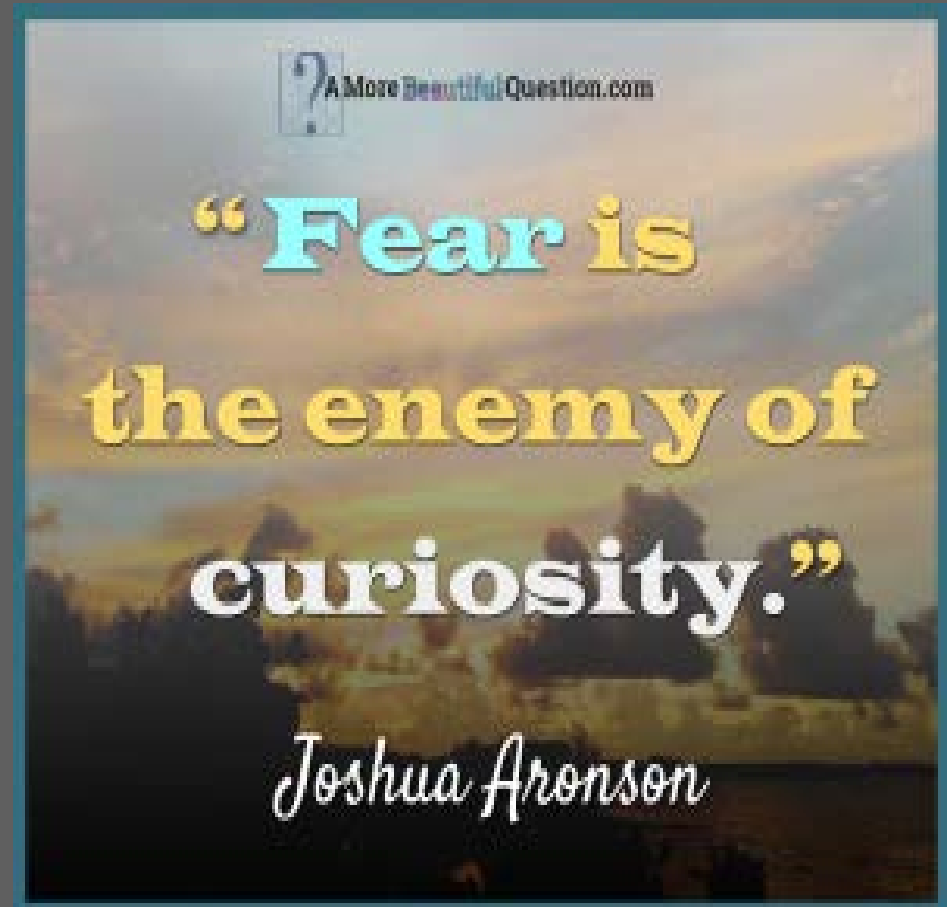
15 John Seely Brown points out that questioning by students can easily come to  
16 be seen as a threat by some teachers. “If you come from the belief that  
17 teachers are meant to be authoritative, then teachers are going to tend to  
18 want to cut off questioning that might reveal what they don’t know.”



What types of  
content, meaning,  
and style  
questions do you  
have for this  
section?

# WHY MIGHT SO MANY TEACHER'S SHY AWAY FROM...

- Encouraging students to question them as the authority?
- Fostering skepticism in students?
- Encouraging the use of background knowledge and understanding to critique ideas?



# BREAK TIME



HOW OFTEN DO YOU ASK QUESTIONS  
THAT YOU DON'T KNOW THE ANSWER TO?

Wouldn't it be more fun if everyone was learning from the questions?



# HOW CAN I ENSURE STUDENTS ARE ASKING QUESTIONS?

- Enlist a no hands classroom;
- Know that wait time IS think time;
- Make good questions the “turn in” portion of a lesson;
- Ask kids to challenge you:  
*“I just said something controversial. I hope someone will challenge me. Talk in your groups? What might another perspective be? What questions do you have?”*



“You have three minutes with a partner to come up with at least two questions?”



“Does anyone have any questions?”

# FOLLOW UP WITH OUT JUDGMENT

<b>Invite students to elaborate</b>	<ul style="list-style-type: none"><li>• Can you just say a little more about that ...</li></ul>
<b>Challenge students to offer a reason</b>	<ul style="list-style-type: none"><li>• Can you explain why that works?</li></ul>
<b>Cue alternative responses</b>	<ul style="list-style-type: none"><li>• Can you suggest another way of doing this?</li></ul>
<b>Support with non-verbal interest</b>	<ul style="list-style-type: none"><li>• Nod head, rotate hand to indicate that you want more ...</li></ul>
<b>Encourage students to speculate.</b>	<ul style="list-style-type: none"><li>• What would happen if ...?</li></ul>
<b>Make challenging statements</b>	<ul style="list-style-type: none"><li>• Someone in this group said ... were they right?</li></ul>
<b>Allow rehearsal of responses</b>	<ul style="list-style-type: none"><li>• Try out the answer on your partner first.</li></ul>
<b>Encourage students to ask questions</b>	<ul style="list-style-type: none"><li>• Would anyone like to ask Pat a question about that?</li></ul>
<b>Ask students to think aloud</b>	<ul style="list-style-type: none"><li>• Can you go through that step by step?</li></ul>
<b>Encourage students to make connections</b>	<ul style="list-style-type: none"><li>• Can you remember something else we did like this ...?</li></ul>

What do you do well in terms of feedback on questions?

What would you like to improve?

What is one thing you will do differently in terms of follow up?

# MODEL YOUR OWN ANNOTATIONS & QUESTIONING: *TREATY OF PENN WITH INDIANS BY BENJAMIN WEST*

Who are the leaders of these two groups?

Did these guys just get off a boat? If so, where were they coming from?



Who lived in these houses? And why did one group get the home court advantage?

Why don't these guys have to/want to pay attention?

Why did he include a baby? And why is the baby strapped down?

ANNOTATE & QUESTION TO MODEL FOR STUDENTS:  
*RETURN OF THE 69<sup>TH</sup> IRISH REGIMENT, LOUIS LANG 1861*



# ANNOTATE & QUESTION:

*RETURN OF THE 69<sup>TH</sup> IRISH REGIMENT, LOUIS LANG 1861*

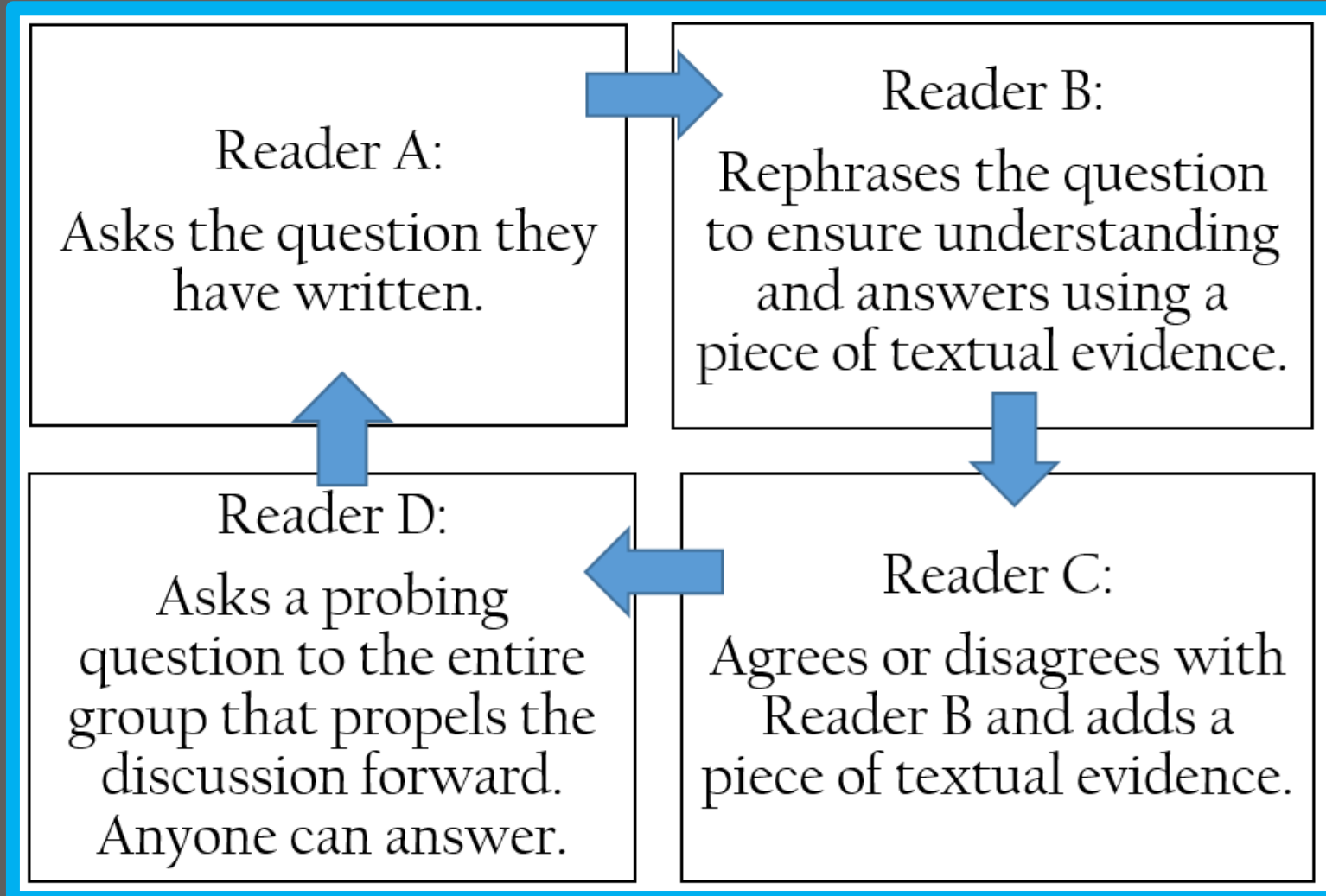


1. Discuss your questions with a partner? Did you have any that were the same?
2. What question would you dump?
3. What question would you keep?
4. What would you like to know that you cannot find out from the painting?

# QUESTION QUADS

- Develop a set of question stems that students can use with the text at hand. Place them on notecards.
- Choose a text that is complex but not overly complex. Students should be able to understand it well enough to ask questions about it.
  - Consider using this strategy with a set of small texts (like a DBQ).
- Place students in groups of four readers (A, B, C, D) and provide them with the stem cards.
- Ask each student to pick a stem card and write two questions about the text using the stem.
  - Readers write two different questions in case someone who asks a question before them has written something similar.
- Explain and ensure everyone understands the question quad protocol. (See graphic below.)
- Begin the protocol. There is no cross talk as Readers A-C go through the protocol. Repeat the protocol (clockwise) so that each reader gets to ask a question.
  - Note: During the probing question section (Reader D), everyone can speak. Crosstalk is allowed during this section. There is a 90 second limit to this part of the conversation.
- Allow students to reflect their understanding of the reading and their speaking and listening participation through a self-assessment.

# QUESTION QUADS



1 **President Franklin Delano Roosevelt**

2 **Speech to Congress, December 8, 1941**

3 Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

4 Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was  
5 suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

6 The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation  
7 with its government and its emperor looking toward the maintenance of peace in the Pacific.

8 Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu,  
9 the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal  
10 reply to a recent American message. And while this reply stated that it seemed useless to continue the  
11 existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

12 It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately  
13 planned many days or even weeks ago. During the intervening time, the Japanese government has  
14 deliberately sought to deceive the United States by false statements and expressions of hope for continued  
15 peace.

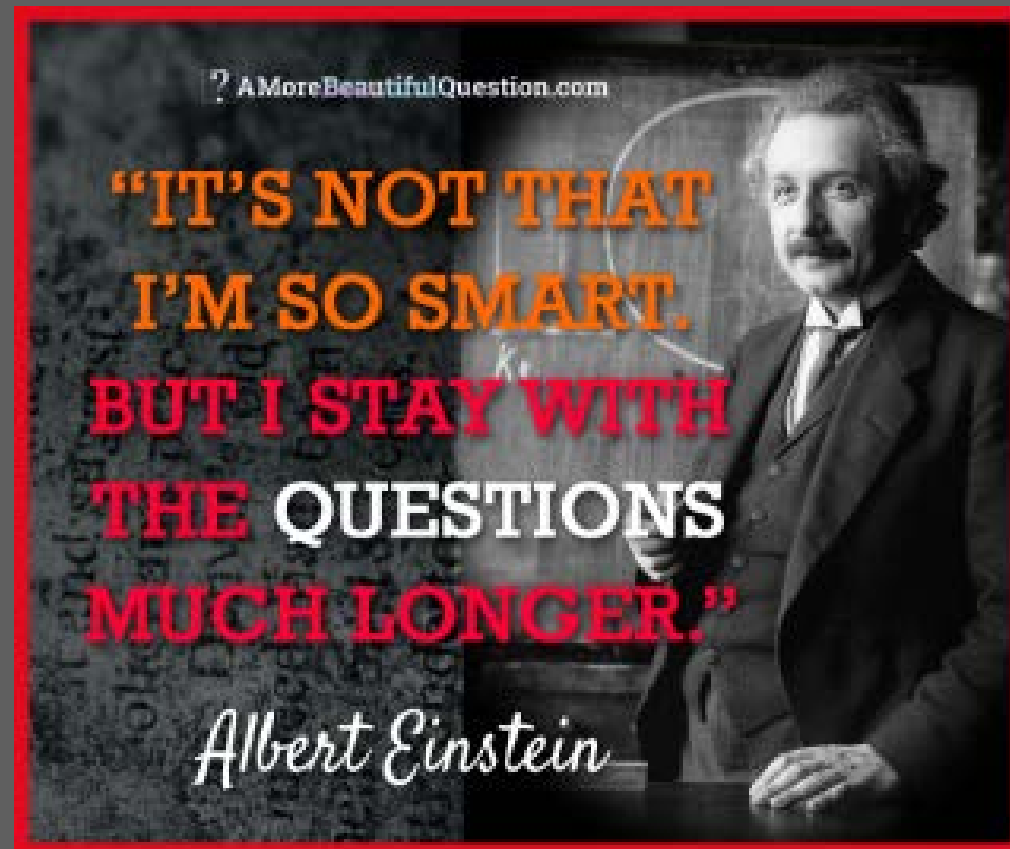
16 The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military  
17 forces. I regret to tell you that very many American lives have been lost. In addition, American ships have  
18 been reported torpedoed on the high seas between San Francisco and Honolulu.

19 Yesterday, the Japanese government also launched an attack against Malaya.



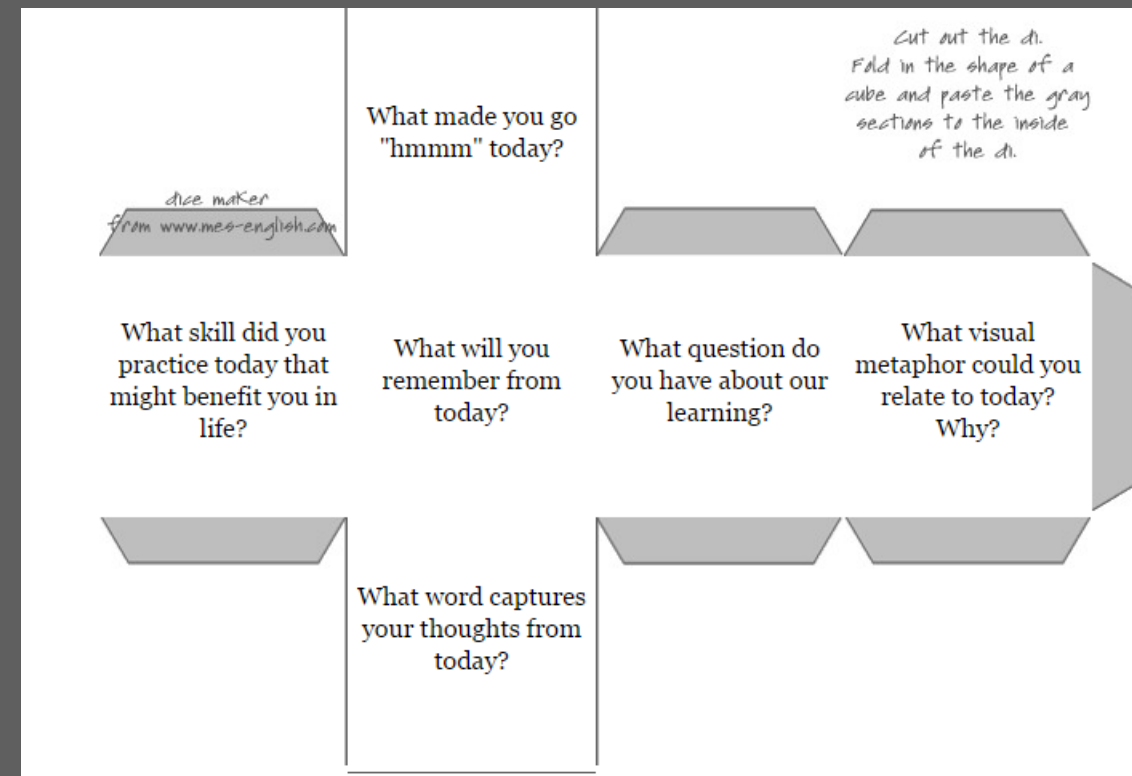
# A MASTER QUESTIONER

- [https://www.youtube.com/watch?list=PLm7JQofOI8XCaen6Vu76hdq7BCPX16LFC&time\\_continue=127&v=p2jLPUZdufM](https://www.youtube.com/watch?list=PLm7JQofOI8XCaen6Vu76hdq7BCPX16LFC&time_continue=127&v=p2jLPUZdufM)



# QUESTION REFLECTION DICE

- Promote metacognition
- Actually wrap up a lesson 😊
- Give students latitude in responses
- Verbal or written exit ticket
- Any questions you'd like to ask
- [www.toolsforeducators.com/dice](http://www.toolsforeducators.com/dice)



REFLECTING ON  
WHAT WE'VE  
PRACTICED  
TODAY



# SOCIAL STUDIES CONFERENCE, MARCH 5

- GROWTH MINDSET KEYNOTE
- THE BOOK, MINDSETS, BY CAROL DWECK
- LUNCH
- ½ CREDIT
- AMAZING PRESENTATIONS FOR EVERY GRADE LEVEL K-12!

THANK YOU SO MUCH!

Materials will be posted at: <http://www.washoeschools.net/Page/1097>