

Question Asking

LESSON GOAL

Develop strategies for asking effective questions to get needed information.

ESSENTIAL QUESTION

What is the difference between effective and ineffective questions?

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Check Announcements for any information about assignments and due dates.

MY PORTFOLIO

- Consider submitting your work in this lesson to My Workspace for inclusion in My Portfolio.

MY WORKSPACE

- Complete your assignments in My Workspace.

LESSONS

- Review the lesson
- Complete assignment
- Submit assignment.

ASSIGNMENTS

- Use Assignments to submit your artifacts and reflections.

GRADEBOOK

- Check Gradebook for your lesson evaluation.

SCHEDULE

- Check schedule for assignments and due dates.

COMMUNICATE

- with your teacher or other students if desired
 - Blogger
 - Chat Room
 - Drop box
 - Mailtool

2 class periods

LESSON OVERVIEW

American poet Edward Hodnett said, “If you do not ask the right questions, you do not get the right answers. A question asked in the right way often points to its own answer. Asking questions is the A-B-C of diagnosis. Only the inquiring mind solves problems.”

Questioning is a fundamental skill. Little kids ask a million questions to try to understand the world. Have you ever had trouble getting the information you need? Have you ever had difficulty finding the appropriate people to ask your questions? This lesson will ask you to evaluate times in your life that questioning went well, and when it didn't, so you can decide what qualities of questions are more likely to get helpful answers. You will also be discussing how to find people who know the information you are seeking in various situations.

You will be writing individually, role playing with small groups, and discussing parts of the lesson with the whole group.

STUDENT EXPECTATIONS

1. Engage in classroom discussions fully by offering thoughtful responses.
2. Write detailed illustrations that fit the two scenarios of the *Describing Two Scenarios* worksheet.
3. Work cooperatively to develop a skit with your group and take a role in the skit.
4. Perform the skit, with your group, for the class.
5. Develop tips for question asking.
6. Write a thoughtful reflection on effective question asking.

There is one assignment that requires you to reflect on the lesson activities.

Here are the ways you can succeed in this lesson.

1. Engage in classroom discussions fully by offering thoughtful responses.
2. Write interesting descriptions that thoroughly meet the criteria for describing two scenarios.
3. Listen to, share with, and support the efforts of others in the group to read scenarios and create a skit. Take initiative to keep people working well together and stay on task.
4. Take initiative to enthusiastically include everyone in the skit that clearly demonstrates effective and ineffective questions.

Question Asking

5. Engage in coming up with a list of question asking tips and thoughtfully offer appropriate suggestions.
6. Write a reflection that demonstrates great insight and thoughtfulness in outlining ways to apply learning.



ASSIGNMENT

In class you have discussed asking questions and you have participated in developing and performing a skit that demonstrated effective and ineffective question asking. Reflect in writing on the following questions. Use the *Sakai* Assignments Tool to submit your reflection for evaluation.

- Write about two things that you learned from the role-play activity.
- Do you see yourself using any of the demonstrated techniques in current or future situations?
- How will you use them and what impact may they have?

Multiply the points by the weighted score and record in the total column for each rubric. Then tally the total points for the final score.

Weighted Score	Category	Exceeding 9-10 Points	Meeting 6-8 Points	Approaching 3-5 Points	Emerging 0-2 Points	Total
2	ASSIGNMENT Reflection Complete a reflection on question asking.	Demonstrated great insight and thoughtfulness outlining ways to apply learning.	Demonstrated some insight and thoughtfulness and outlined some ways in which to apply learning.	Reflection was ordinary and predictable and loosely outlined ways to apply learning.	Reflection demonstrated limited evaluation of the experience and barely outlined any application of learning.	