

Question Asking

ESTIMATED TIME

2 class periods

PREREQUISITES

■ This lesson can be taught before, in conjunction with, or after Lesson 25 Organizational Structures in which students interview to gather information for a research report. If taught before, or in conjunction with Lesson 25, students will be attuned to thinking about effective questions. If taught after, students can expand and further develop their understanding of question asking.

■ It is also best before other lessons that build on this one, such as Lesson 27 Interviewing Other People.

RESOURCES AVAILABLE

- *Question Asking Rubric*
- *Describing Two Situations*

ACROSS THE CURRICULUM

Students will need to develop question-asking techniques in most situations they find themselves in. It will be essential for any class that requires research, and could be quite beneficial for classes such as journalism or school publications.

LESSON PLANNING

LESSON GOAL

Develop strategies for asking effective questions to get needed information.

Essential Question

What is the difference between effective and ineffective questions?

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.

LESSON OBJECTIVES

1. Identify the reasons that effective communication is necessary.
2. Describe interpersonal situations (at internship site, workplace, home, school, etc.) that necessitate asking questions.
3. Apply the process of formulating effective questions to their own life experiences.

RATIONALE

There are different types of questions people use to get the information they need or desire. Some professionals, such as journalists, investigators, and educators rely on the ability to ask effective questions. However, too often people miss the opportunity to ask significant questions or ask inappropriate questions. This lesson helps students discover what to ask, identify people who can give good information, and consider what constitutes a good question. Students will need good question-asking skills in most classes and at internship sites. In the future, students will be interviewing, taking notes, and making observations at their internship sites.



Question Asking Rubric



Describing Two Situations Worksheet

PROCEDURES: WHAT TO DO

1. WHOLE GROUP Begin the lesson by passing out the *Question Asking Rubric* to introduce the lesson and explain how it will be assessed.

Initiate a discussion by asking the following questions and recording answers.

- What is the purpose of asking a question? Have students call out quick answers off the top of their heads. Write down all student answers as they offer them. Make sure something that mentions goal setting is included in list. This should take 2 or 3 minutes.
- What makes a question appropriate or relevant? Again, quickly write down on the board the answers given.
- Why don't people ask the right questions? This may elicit responses such as shyness, don't want to look stupid, don't know what to ask.
- What types of questions are there?

ASSESSMENT

Discussion Participate in discussion about question asking.

2. INDIVIDUAL Have students complete the *Describing Two Situations* activity in which they relay one story in which they asked a good question and one in which they didn't. Give students time to write the two paragraphs. Be prepared to provide an example for students who have difficulty thinking of two scenarios.

ASSESSMENT

Two Situations Write about two question-asking experiences.

3. SMALL GROUPS After students complete their two situations, divide them into groups of 3-4 and give them 15-25 minutes to do two things.

- Have the students take turns reading both of their situations to the rest of the group. Remind them that each student needs to read both situations they wrote.
- Explain to groups that after reading all situations, they are to now choose one of the negative result scenarios to act out. Explain that the group is to act or role-play the situation twice. First, they act out the situation as it happened; second, they change the situation to the appropriate questions being asked to lead in a positive result. This is to be improvised, so no script-writing should occur. Each student in the group must have a role in the skit.

ASSESSMENT

Skit Preparation Work with a group to prepare a skit about question-asking.



Student Pages

4. WHOLE GROUP Have each group perform its skit. Allow students to ask questions after each one. Discuss the different types of questions students asked in the scenarios and which type is the most difficult to ask.

- Factual questions are easily answered with information
- Conceptual questions involve critical thinking, analyzing, summarizing, or comparing.
- Provocative questions are intended to motivate, irritate, or put someone on the spot.

ASSESSMENT

Skit Perform skit that demonstrates effective and ineffective question asking.

5. WHOLE GROUP After all skits are performed, discuss as a whole group what the students think is most useful in deciding what and how to ask a question. Have the whole group brainstorm to come up with a list of 5 or so helpful tips on what to consider before asking a question. You may want to say: “Let’s say you only have one shot at asking ONE question to the right person; what will you think of before you formulate that ONE question?” Answers may include the following.

- Determine a need to find out information.
- Decide whom to ask.
- Introduce yourself if necessary.
- Decide how and where to ask.
- Make sure your question is clear and understandable.
- Have a follow up question.
- Be polite.
- Don’t be confrontational.
- Say thank you afterward!

Have students write down the class’s list of *Helpful Hints When Asking a Question at Site* and post it in *Sakai* so everyone can reference it.

ASSESSMENT

Tips Develop a list of question-asking tips.

REFLECTION

Have students reflect on the following questions in writing. Have them use *Sakai* Assignments Tool to submit their 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?

ASSESSMENT

Reflection Complete a reflection on question-asking.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

ASSESSMENT

Use the *Question Asking Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with special needs will benefit from this lesson. Be prepared to assist with the written portions of the lesson.

GIFTED AND TALENTED

Students may create a poster with illustrations for the *Tips for Good Question Asking*. Those students good at organization can be given a leadership role in the role-play groups.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- **Newer Views of Learning Types of Questions** <http://www.uwsp.edu/Education/lwilson/learning/quest2.htm> Access the professor's site for an overview of five types of questions: Factual; Convergent; Divergent; Evaluative; and Combination
- **Types of Questions for Discussion** http://tlt.its.psu.edu/suggestions/online_questions/types.html Access this Penn State site for an overview of question types that relate to Bloom's Taxonomy.

BOOK RESOURCES

- Erikson, H. Lynnn. *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Corwin Press, 2006. Use this book to learn more about curriculum design and effective questioning techniques.