

## Questioning in Style: Supplemental Example

**EXAMPLE:** Fifth-grade teachers worked together to generate different styles of questions that they could use to check for understanding during the tiger segment of an endangered species unit. They posed these questions as they were teaching and adjusted the direction/pace of their lessons based on the responses they received. (Should I slow down? Back up and reteach? Are students getting the big ideas? Relating to the material on a personal level? Connecting new knowledge with existing knowledge?)

At the end of the unit, these teachers discussed the different styles of questions with their students and encouraged their students to generate and pursue their own style-based questions: “Generate at least two different styles of questions about an endangered animal that interests you. Research the questions for homework.”

*Note:* The words that tip you off to each question’s style have been italicized for your reference.

<p style="text-align: center;"><b>MASTERY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Where do tigers live now? Where did they used to live? <i>Show the location on a map.</i></li> <li>• <i>How many</i> tigers are left on earth? <i>How many</i> were alive a decade ago? A century ago?</li> <li>• How would you <i>define</i> an “endangered species”?</li> </ul>	<p style="text-align: center;"><b>INTERPERSONAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <i>What would it feel like</i> to be endangered?</li> <li>• <i>How do you feel</i> about the tiger situation? Might poachers and developers <i>feel</i> differently?</li> <li>• Why is the plight of an endangered animal something that <i>people should care about</i>?</li> </ul>
<p style="text-align: center;"><b>UNDERSTANDING QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <i>Compare</i> the case of the tiger to that of another endangered or extinct animal that we learned about. <i>How are they similar? How are they different?</i></li> <li>• Are there any common <i>causes</i> or <i>effects</i> of extinction?</li> <li>• Are existing strategies for protecting endangered animals effective? <i>Support your answer with evidence.</i></li> </ul>	<p style="text-align: center;"><b>SELF-EXPRESSIVE QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <i>What might happen</i> if tigers became extinct?</li> <li>• <i>What are some potential strategies</i> for preserving the tiger population? <i>Generate a list of possibilities.</i></li> <li>• <i>How might</i> you convince your peers to get involved in efforts to protect tigers or other endangered species? <i>Generate a list of possibilities.</i></li> </ul>

