

Question Formulation Technique – Unit 1, Term 1, 2012

Murry Bergtraum High School for Business Careers

Subject Area: English	Course/Grade Level: all grades
Unit Title: <i>The quality of the answer is reflected in the question.</i>	Number of Days: 5
Designers: E Zelenak	Course Theme:
<p>Unit Summary: Students will learn how to use the Question Formulation Technique (QFT). There is a three-stage process through which students will learn to form questions. Not only will the students learn how to formulate questions, they will learn the reasoning behind the process itself, how and why it works. Ultimately, students will see the value in using the discreet skill of question formulation. This unit will introduce students to a method designed to unlock their minds through questioning. Once this new path of thinking takes shape and is applied to new situations, many opportunities will be presented for transformational thinking. The aim is to have students understand that when they become active participants in their education through asking questions they are creating their own opportunities for making new meaning through transference of skills.</p>	
<p>Unit Goals: A goal of this unit is to introduce students to a process through which they can formulate their own questions about <i>anything</i>. Though the students are guided by the teacher’s carefully crafting a QFocus, they are still always working on creating, categorizing, analyzing and then using the questions they devise on their own. The Question Formulation Technique is the first step in students developing their independent critical thinking skills. Another goal is to increase student engagement, which is possible by having students become invested in a topic by posing their own questions – stimulating them to consider what genuinely interests them.</p>	

STAGE 1: DESIRED RESULTS

State Standards and or/ grade level benchmarks addressed:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

C) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

<p>Overarching Enduring Understanding(s) from Curriculum Framework Grade or Course Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The answer begins with questions. 2. The quality of the thinking is reflected in the quality of the question. <p>Topical Enduring Understanding(s) Specific to Unit:</p> <ol style="list-style-type: none"> 1. I can transform my thinking by continually asking questions. 	<p>Overarching Essential Question(s) from Curriculum Framework Grade or Course Essential Questions: <i>To understand, students will need to consider such questions as....</i></p> <ol style="list-style-type: none"> 1. How can questions lead us to the answer we are seeking? <p>Topical Essential Question(s) Specific to Unit:</p> <ol style="list-style-type: none"> 1. How do different levels of questions result in deeper thinking?
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To understand, students will need to know and be able to do the following

know... Students will know the following in order to...(e.g., facts, vocabulary, rules, theories, principles)

Students will know:

- The 3 stages and their importance in the QFT process – applied in groups or individually
- There are levels of complexity and sophistication involved in asking a question
- (given) vocabulary related to the process or the QFocus

be able to... Students will be able to (DO—skills, procedures, processes):

Students will:

- Learn and abide by the rules that govern the QFT
- Formulate their own questions based on a Question Focus provided by the teacher
- Change closed questions to open and vice versa
- Prioritize their questions and choose the three most important that they want to answer after reading a selected text
- Write reflections on the QFT process

STAGE 2: ASSESSMENT EVIDENCE

DIAGNOSTIC ASSESSMENT(S) (TO DETERMINE STUDENT READINESS (BASED UPON REQUIRED KNOWLEDGE AND SKILLS), INTERESTS, AND LEARNING PROFILES):

1. Anticipation guide about the importance of questions
2. Students create as many questions as they can without any guidance as a baseline assessment regarding the volume and complexity of the questions

WHAT INSTRUCTIONAL ADJUSTMENTS, GROUPINGS OR OPTIONS WILL BE MADE AS A RESULT OF THE DIAGNOSTIC EVIDENCE:

1. The results of the anticipation guide will not affect student groupings unless there are clear personality conflicts.
2. ELL and SPED students will be distributed throughout each of the groups since groupings are not based on reading level.
3. A follow-up survey will be administered regarding the importance of questions

SUMMATIVE PERFORMANCE ASSESSMENT TASK(S) FOR UNDERSTANDINGS USING G.R.A.S.P.S.:

1. QFocus – *It's the teacher's job to ask questions, not mine.*
2. Habit of Mind: Metacognition – Students will write a reflection on what was learned about the QFT and its importance

GOALS: To complete a QFT using *It is the teacher's job to ask questions, not mine!* and prioritize the top 3 questions as an individual. These questions will be answered at the end of the project and will be revisited at the end of the next unit and each unit thereafter to see if a different understanding has been developed as a result of these questions.

ROLE(S): Student in a group

AUDIENCE: Peers, self, teacher

SITUATION: In class, in my group, in last two periods of unit

PRODUCT OR PERFORMANCE: see GOALS above

STANDARDS OR CRITERIA FOR EVALUATION/TRAIT FOR RUBRICS: (BASED ON STANDARDS)

Self- and peer-assessment rubric – points system WITH an explanation as to why each person got the points s/he did (including self!) Also, the 3 priority questions will be answered by the student.

G.R.A.S.P.S. RUBRIC TRAITS

How will the product be differentiated to provide options for students’ readiness, interest and/or learning profiles?

Student Directions for performance task:

Special Teacher Direction for performance tasks:

FAT-P (Format, Audience, Topic, Purpose – a formative assessment, short, done in class, engaging)

OTHER EVIDENCE (TESTS, QUIZZES, ACADEMIC PROMPTS):	POSSIBLE DIFFERENTIATION OPTIONS (SPECIAL EDUCATION & ELL STUDENTS):
<ul style="list-style-type: none"> • Self-assessments • Anticipation guide 	<ul style="list-style-type: none"> • ELL/SPED students might do reflections in bullet points • Might not be designated as scribe, but timekeeper instead
<p>SELF-ASSESSMENT (INCLUDING SELF-EVALUATIONS USING RUBRICS AND CHECKLISTS, PEER REVIEW, REFLECTIVE JOURNALS AND THINK LOGS):</p> <ol style="list-style-type: none"> 1. Points system for self- and peer-assessment. Explain why each member got the points s/he did. 2. exit slips – what questions do I have? What have I learned about this process? How will asking questions benefit me? 	

RUBRIC FOR PERFORMANCE TASK(S)

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

STAGE 3: LEARNING ACTIVITIES & EXPERIENCES

ALL LESSONS WILL EVENTUALLY MEET THE W.H.E.R.E.T.O. GUIDELINES IF THEY ARE KEPT IN MIND WHILE PLANNING DAILY CLASSES. FOR DAILY LESSONS, KEEP IN MIND THE ELEMENTS OF A-M-T (ACQUISITION, MEANING MAKING, AND TRANSFER).

Teaching-Learning Activities Based on W.H.E.R.E.T.O.: (WHERE TO represents the purpose of lessons, not the sequence)

WHERE ARE WE HEADED? (STUDENT’S POINT OF VIEW) HOW WILL THE UNIT BE INTRODUCED?

- Anticipation guide

HOW WILL I HOOK STUDENTS TO ENGAGE THEIR INTERESTS?

- Anticipation guide – will pique interest
- Provocative QFocuses, high interest topics that are meaningful to students
- Questions can be categorized and lead to the heart of the text every time

EQUIP AND EXPLORE: WHAT LESSONS AND ACTIVITIES WILL PROVIDE THE KNOWLEDGE, SKILLS, PROCESSES, AND PROCEDURES NEEDED FOR THE UNIT? WILL THERE NEED TO BE DIFFERENT ACTIVITIES IN ORDER TO ADDRESS THE NEEDS OF ALL LEARNERS? HOW WILL THE NEEDS OF THE LEARNERS BE ADDRESSED?

- Review rules for QFT, review each time QFT is used
- Vocabulary – transformational, profundity, formulation, (the various planes on the profundity scale)
- Practice with QFT using provocative hooks to get the questions flowing
- Roles in small groups doing QFT will be reviewed (scribe, materials manager/focuser, timekeeper)

REVISE/RETHINK/ REFLECT/ REVISIT: WHAT OPPORTUNITIES (ACTIVITIES, EXPERIENCES) WILL BE PROVIDED TO HELP STUDENTS REVISE/RETHINK/REFLECT/ AND REVISIT BASED ON INDIVIDUAL STUDENT NEEDS?

- Multiple opportunities to generate questions

EVALUATION/SELF-EVALUATION/: HOW WILL WE ENGAGE STUDENTS IN SELF-EVALUATION, GOAL SETTING, AND SELF-REFLECTION? HOW WILL I CONTINUALLY ASSESS STUDENTS' PROGRESS IN ORDER TO MAKE PURPOSEFUL INSTRUCTIONAL DECISIONS THROUGHOUT THE COURSE OF THE UNIT?

- Anticipation guide – first day, near end of unit- paired with reflection statement
- Exit slips

TAILORING: HOW WILL WE TAILOR OR DIFFERENTIATE THE UNIT AND LESSONS FOR DIFFERENT LEARNING NEEDS, PREFERENCES, AND INTERESTS? (MATERIALS, STRATEGIES, GROUPINGS, MINI-LESSONS, ETC.)

1. Positive interdependence criteria for every group (materials manager/focuser, timekeeper, scribe)

ORGANIZED: WHAT SEQUENCE OF LESSONS OR ACTIVITIES WILL WE USE TO ORGANIZE THE UNIT IN A WAY THAT IS COHERENT AND MAKES SENSE TO STUDENTS? (USE PACING CALENDAR CHART AS AN OPTION)

LESSON PLAN PACING CALENDAR

Product at End of Unit

- The purpose of the unit is to immerse students in a *process* through which they can take themselves to deepen their understanding of a text. Therefore, the *product* at the end of the unit will be reflected in the *process* through which students will work. The product will also reflect their ability to

Habits of Mind demonstrated during this skill development mini-unit:

1. **Persisting**
2. Communicating with clarity and precision
3. **Managing impulsivity**
4. Gathering data through all senses
5. Listening with understanding and empathy

6. Creating, imagining, innovating
7. **Thinking flexibly**
8. Responding with wonderment and awe
9. **Metacognition**
10. Taking responsible risks
11. Striving for accuracy and precision
12. Finding humor
13. **Questioning and problem posing**
14. **Thinking interdependently**
15. Applying past knowledge to new situations
16. Remaining open to continuous learning

Day 1

Introduction to QFT – what it is used for

Anticipation guide – discuss results and feelings towards asking questions

Divide into groups and assess the rules – small group (see below – QFT Rules: Just How Simple Are They?)

Exit slip – reflect on how well I worked today – was I able to concentrate? How did I show my participation?

What questions do I have about the process so far?

Day 2

Introduce how students will self assess and peer assess (group given odd number of points and they must be divvied up (each student does on own) amongst the group members and an explanation for distribution)

Review the Rules for QFT

Present first QFocus: ***School learning is more important than summertime learning.***

Determine amount of time students will generate questions (no more than 5 minutes to begin with – or less if appropriate) (be sure to emphasize that questions that are written as statements must be changed into questions)

Students produce questions in their group – number them

Discuss what an open-ended question is, same for closed-ended

Discuss advantages of each type of question.

Exit – self and peer assess

Day 3

Review QFT rules

Revisit self and peer assessment as individuals

Brief group discussion on where the group's strengths are and where what needs to be improved (focus on impulse control and focus on the task)

Return to QFT question list – review open- versus closed-ended questions, then identify O/C questions in group list

Change one O to C, and C to O-ended question – discuss briefly how this changed the meaning of the questions

Prioritize questions – give students clearly defined criteria about how to prioritize Qs

Discuss how they can use the questions

Exit – 3 things I learned today & self-assess

Days 4 & 5

Final assessment – do QFT on ***It is the teacher's job to ask questions, not mine!*** Complete all steps, prioritize and answer priority Qs. Rate self and peers using point system with explanation. Revisit **anticipation guide** and re-assess – what has changed? Why do you think it has changed – group discussion and share out. Final reflection after discussion: What I learned, how I learned it and how I will use what I learned.

QFT RULES – Just How Simple Are They?

1. Ask as many questions as you can.

Easy
 Difficult
 Not Sure

Why?

2. Do not stop to answer or discuss the questions.

Easy
 Difficult
 Not Sure

Why?

3. Write down every question exactly as it is stated.

Easy
 Difficult
 Not Sure

Why?

4. Change any statements into questions.

Easy
 Difficult
 Not Sure

Why?

**ASKING QUESTIONS:
ANTICIPATION GUIDE**

My opinion BEFORE the Questioning Unit	Statement about questioning	My opinion AFTER The Questioning Unit
Agree Disagree	1. I usually do not bother asking too many questions in class because I know someone else will probably ask.	Agree Disagree
Agree Disagree	2. Students ask more questions in class than teachers do.	Agree Disagree
Agree Disagree	3. When asked a question in any class, I always have enough time to think before I answer.	Agree Disagree
Agree Disagree	4. The most interesting classes are ones in which I get to ask many questions.	Agree Disagree
Agree Disagree	5. I prefer finding the answers to questions <i>I</i> have asked, rather than being assigned a question to answer by the teacher.	Agree Disagree
Agree Disagree	6. Usually, when I ask a simple question, I get a simple answer.	Agree Disagree
Agree Disagree	7. It is the opinion of my peers that it's not really that cool to ask questions in class.	Agree Disagree
Agree Disagree	8. The most difficult questions are the ones that get the deepest answers.	Agree Disagree
Agree Disagree	9. If I want the details of a text, I know what questions to ask.	Agree Disagree
Agree Disagree	10. If I want to comprehend a text and think critically about it, I know what kind of questions to ask.	Agree Disagree
Agree Disagree	11. I have a ton of questions about many different topics that I would like answers to!	Agree Disagree

The RQI Question Formulation Technique™

1. **Produce** Your Own Questions
2. **Improve** Your Questions
3. **Prioritize** Your Questions

Produce Your Questions

Four essential rules of producing your own questions:

- 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.

Improve Your Questions

Categorize the questions as closed– or open-ended:

- **Closed-ended questions:** They can be answered with yes or no or with one word.
- **Open-ended questions:** They require an explanation and cannot be answered with yes or no or with one word.

Find closed-ended questions. Mark them with a *C*.

The other questions must be open-ended. Mark them with an *O*.

Name the value of each type of question:

- The advantages and disadvantages of asking closed-ended questions.
- The advantages and disadvantages of asking open-ended questions

Change the question from one type to another.

- Change closed-ended questions to open-ended.
- Change open-ended questions to closed-ended.

Prioritize the Questions

Choose your three most important questions

- 1.
- 2.
- 3.

Why did you choose three as the most important?

Next Steps

How are you going to use your questions?