

Higher Level Thinking Through Student Generated Questions By Phil Sheridan

This lesson is grade appropriate for grades 2-12, depending on how it's used. It can take as little as an hour to as much as a few days, depending on how many questions you want students to create and how much discussion you want on each question.

Objectives:

Students will be able to:

- Understand the difference between lower and higher level questions
- Create lower and higher level questions using a fiction or nonfiction text
- Answer these questions correctly
- Answer another student's questions correctly
- Debate and discuss questions with a partner

Summary:

Before the lesson:

Student must have read a text (nonfiction or fiction) and be familiar with it.

Introduction:

Using a piece of butcher paper, the teacher creates a poster of the ocean floor with a treasure chest on the bottom and the surface showing on top. The teacher explains that not all questions are the same. Some belong on the surface because they are questions that you can look up in the book and only require surface level reading (who, what, where, etc.). Some questions belong in the middle because they are could (but not always) require more thinking than the surface level ones (how, why). Others are like treasure. You need to dive deep into the book and even think outside of the book to answer them. These are called higher level thinking questions. They belong on the bottom by the treasure chest. Students would then each get a question word a note card and have to tape it to the right layer. The class would discuss why each of the question words belong on the layers they do.

Students would then write questions pertaining to the previously read text on one piece of paper (the question sheet) and the answers on another piece (the answer key). The teacher would emphasize that a few could be surface level questions but most should be higher level thinking questions.

When the students have completed the question sheet and answer key, they will exchange question sheets and answer each other's questions on a third piece of paper (partner answer sheet).

When the students have answered their partner's questions they can be corrected by the question creator. Students can discuss and debate different answers and how each person came to the conclusion they did.

Tips and other uses for this lesson:

- Train students in the language of correction
- Allow students who are struggling with creating higher level questions to create more lower level questions to begin with
- Make sure the students do not create questions they cannot answer or questions that are too easy

- Use student questions for study guides, tests, writing prompts, class or group discussions.
- Take one question from each student and create a worksheet (Be sure to cite each student by their question).
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Research Base and References:

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A real quick read and to the point!

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<http://www.potsdam.edu/EDUC/GLC/ike/quest.html>

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