



Asking Questions

A refresher, with some help from Starfleet



WHAT and SO WHAT

- WHAT questions

DESCRIBE

How many red shirts are there in the landing party?

Which members of the landing party are killed by the salt-sucking alien?

WHAT QUESTIONS

- have a "right" or "wrong" answer;
- encourage you to "restate" or paraphrase the "message" or argument of the text.



WHAT QUESTIONS

- Ground or “test” your impressions against the ACTUALITIES of the text;
- Hook your analysis into the DETAILS of the text;
- Identify PATTERNS that you can then build into an analysis of RELATIONSHIPS;
- Provide the “materials” or “ingredients” or “evidence” of your analysis.

WHAT and SO WHAT

- SO WHAT questions

ANALYSE

What is the relationship between the “red shirt” convention and the concept of bravery?

What is the relationship between ideas of endless expendability and human confrontation of the unknown?

SO WHAT questions

- Encourage you to look beyond “plot” to the STRUCTURE OF IDEAS;
- Encourage debate and testing of ideas, impressions, positions;
- Often appear in the form of QUESTION CHAINS
- Often include, at some point in the QUESTION CHAIN the word WHY?



SO WHAT QUESTIONS

- Link **Form/Content/Context**;
- Emphasize **RELATIONSHIPS** within and between **PATTERNS** and **CONCEPTS**;
- Begin to identify why the materials provided by the **WHAT** questions are **IMPORTANT**;
- Explore the **EFFECTS** of the text’s form, content, and values on your understanding of a topic or a position

Your task today

- KING and BOHANNAN
- USE your BLOOM’S TAXONOMY QUESTION FLIP BOOK;
- ASK at least one question about your text for each stage of the taxonomy;
- CONSIDER the quotation you were assigned and use it to **NARROW YOUR FOCUS** and to **PROVIDE COHERENCE** to your questions
- NOTE: make sure that your **WHAT** questions are **LINKED** to your **SO WHAT QUESTIONS**.

FOR NEXT DAY

- In 101:
 - Workshop your questions in your group.
 - Refine your questions:
 - clear **WHAT** and **SO WHAT** elements;
 - **WHAT** and **SO WHAT** questions are connected;
 - All **BURIED ASSUMPTIONS** and **HIDDEN QUESTIONS** are made explicit;
 - All “waffle words” are excised and replaced with clear language;
 - Decide which questions you will use to **STRUCTURE** your lesson-plan;
 - Answer your questions with illustrations from the text;
 - Plan how you will teach the text to the other group.
- In 103:
 - Teach your text to the other group;
 - Learn about the other text and take notes from the lesson provided.
