***QUESTION GENERATOR***

***The purpose of this handout is to help your students create meaningful questions to pursue in their research about their topics.***

***Recommended for grades 10-12.***

**The Six Facets of Understanding: A Guide to Inquiry 🡪 INQUIRY = POSING & PURSUING ESSENTIAL QUESTIONS**

Storyteller Dan Yashinksy wants you to consider that “[a] story speaks to you…only when you are willing to lend it your own voice”. The following is a guideline to develop this level of understanding—the lending of your voice--to your research experience via inquiry. Educational researchers Wiggins and McTighe suggest that when we truly understand something, we can *explain* it, *interpret* it, *apply* it, have *perspective* about it, *empathize* with it, and have *self-knowledge* about what we understand about it... Voices at the ready? Inquiry revving up? Understanding on the horizons? Ready or not, here we come!

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| **Facet of Understanding** | **A definition of what this looks like…** | **Essential Question starters…** | **Sample essential questions connected to the elements of fiction…** |
| **Explanation** | Using generalizations; providing justified, systematic accounts of data; making insightful connections; providing illuminating examples or illustrations; “showing” your work. | *What is the key concept/idea in…?**What are the characteristics/parts of..? Why is this so?**How might we prove/justify…?**How is \_\_\_\_ connected to \_\_\_\_?**What are common misconceptions about…?* | What are the characteristics of an effective plot/engaging character? Why is this so?How is the activating circumstance connected to the climax?How can I prove my theme statement?What are common misconceptions about escape literature? First person narrators?  |
| **Interpretation** | Telling meaningful stories; offering apt translations; providing revealing historic or personal dimensions to ideas; using images, anecdotes and models to make the object of understanding personal or accessible. | *What does \_\_\_\_\_\_ reveal about \_\_\_\_?**How is \_\_\_\_\_ like \_\_\_\_? (analogy/metaphor)**How does \_\_\_\_\_\_\_ relate to me/us? Why does it matter?* | What does the author’s use of irony (or language, or point of view) reveal about his purpose?How is the setting like a symbol of…?How does the character’s experience relate to mine? |
| **Application** | Effectively using and adapting what you know to new situations and diverse, realistic contexts. | *How and when can we use this knowledge?**How is \_\_\_\_ applied in the real world?**How could we use \_\_\_\_ to overcome \_\_\_\_\_ (obstacle, challenge, constraint)?* | When can we use our knowledge of characterization outside the classroom?How is point of view applied in the real world of newspaper writing or advertising?How can we use stories to overcome cultural or social barriers? |
| **Perspective** | Seeing and hearing points of view through critical, analytic eyes and ears; seeing the big picture. | *What are different points of view about…?**How might this look from \_\_\_\_’s perspective?**How is \_\_\_\_\_ similar to/different from \_\_\_\_\_?**What are the strengths and weaknesses of…?**What are other possible reactions to…?* | What are different points of view about indeterminate endings?How might this look from the antagonist’s perspective?What are other possible reactions to the character’s decision?What are the strengths and weaknesses of the author’s description of setting and mood? |
| **Empathy** | Demonstrating the ability to get inside another person’s feelings and worldview; walking in another’s shoes; finding value in a perspective that might seem odd or unfamiliar. | *What would it be like to walk in \_\_\_\_\_’s shoes?**How might \_\_\_\_ feel about\_\_\_\_?**What was \_\_\_\_\_ trying to make us feel or see?* | How might this character feel about his friend’s decision?What was the author trying to make us feel or see by creating this conflict? |
| **Self-knowledge** | Demonstrating the ability to perceive the personal style, prejudices, projections and habits of mind that both shape and impede understanding; being aware of what we do not understand; reflecting on the meaning of learning and experience. | *How do I know…?**What are the limits of my knowledge about…?**How can I best show…?**How are my views about \_\_\_\_ shaped by \_\_\_\_ (experiences, assumptions, habits)?**What are my strengths and weaknesses in…?* | How do I know when to check my understanding of the story?How can I best show my understanding of this literary concept?How are my views about conflict shaped by my experiences?What are my strengths and weaknesses in representing what I’ve read and understood? |

**SOURCE**: Understanding by Design, Wiggins and McTighe (2005)

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Facet of Understanding** | **My FABULOUS questions about my topic...** |
| **Explanation** |   |
| **Interpretation** |  |
| **Application** |  |
| **Perspective** |  |
| **Empathy** |  |
| **Self-knowledge** |  |

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