

I can engage with fellow citizens to pose & answer questions which increase our individual & shared knowledge.



What is it?

A highly interactive way for students to ask and answer diverse questions related to a topic.

Why use it?

At different stages of an inquiry, students may have questions at each level of Bloom's Taxonomy, questions which issue from a student's desire to:

- remember a key detail
- to understand a concept
- to apply a new understanding in a particular context
- analyze how parts interrelate
- evaluate significance or responsibility
- create a thesis or solution

This discursive strategy provides safety and opportunity for students to ask whatever they want and need. It also surprises their mental muscles with new questions and insights that will inform their next thinking moves and inquiry choices.

How does it work?

On a slip of paper or sticky note, each student writes down a question they genuinely seek an answer to.

Students stand and prepare to move about the room.

A Students find their first partner.

- Person A poses their question to Person B
- Person B does their best to answer the question—if they can't, they explain what makes the question important or significant
- Switch—Person B poses question to Person A; Person A answers or explores significance of question

B Partners trade questions, shake hands, and move on, finding a new partner.

C Repeat several times so that all students ask and answer many questions.

Next Step / Closing Options

Individual:

Students engage in "I used to think / Now I think" reflection, in writing or in dialogue, privately or followed by sharing with a peer.

Group:

Have students stick their questions to a whiteboard or wall, and sort and categorize them. Then, choose 3 questions to discuss together.