

Step 3 | **Discovery** ➔ **Policy and Community Practice Research**

3.2 | lesson detail

LEARNING OBJECTIVES | Students will construct a set of questions about their issue that will guide their research.

1> CONVEY THE CONTEXT AND GOAL OF THIS LESSON.

Remind the students that Step Three is about researching the policies and practices that affect the issue they've chosen.

In Lesson 3.1 they learned about the different kinds of policies and practices, and began to understand their importance. In this lesson they will begin the research process by creating the questions that will guide their research.

2> STUDENTS DEVELOP QUESTIONS AROUND A PICTURE OF OBJECT TO PRACTICE THE QUESTIONING PROCESS.

Show students a captivating photograph or bring in a unique object.

Have students take turns rolling the die and generating a question that aligns with the question word assigned to the number that appears on the die. They can do this in small groups or as a large group.

Play until students have identified the object or figured out the story behind the picture and have practiced asking questions.

3> STUDENTS GENERATE QUESTIONS ABOUT THEIR CHOSEN ISSUE.

Using the die, have students take turns rolling it and generating a question that begins with the word associated with the number showing on the die.

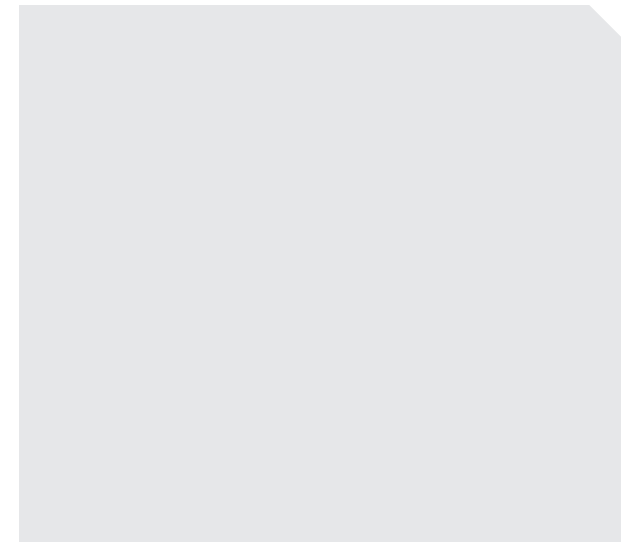
Use guiding questions as needed to prompt students to think beyond the basic questions.

Ask a volunteer to record each question as it is generated.

4> STUDENTS NARROW OR CONSOLIDATE THE LIST INTO ONE THAT WILL ULTIMATELY SERVE AS THEIR RESEARCH QUESTIONS. (OPTIONAL)

Help students narrow or consolidate the list of questions to serve as guiding questions for the remainder of Step Three.

Have students record the final list of questions onto Handout 3C.



tried and true...



For Handout 3C, emphasize that the questions should be about the issue itself, now about the project they will eventually develop. Once they complete a stakeholder web, they can draw connections between the questions they have and the people who may be able to answer them.

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3.2 | extensions

technology

Use a word processing program to make a page for each of the question words. This gives students an easy way to organize them and then add them later, while keeping track of their process along the way.

See <http://questioning.org/toolbox.html#class>

CURRICULUM CONNECTIONS

math

Tally or graph the number of questions generated for each question word.

social studies

Have students discuss what happens when different people have different answers to questions. How are those differences in opinion handled? Why are they important in a democratic society?

literacy

Use a newspaper article on a local environmental issue to have students identify how many of the 6 questions are answered in the first paragraph.

science

Introduce or review the scientific method and discuss the importance of using questions to guide scientific research.

special needs

Give students only one question word and ask them to think of as many questions as possible for that word. Begin with questions about something in the classroom or in the news that they are familiar with. Then have them ask questions related to their issue.

DIFFERENTIATION

english learners

Apply the questioning dice activity to other subjects. Have students practice asking each other questions about themselves or the daily classroom routine.

Handout 3C

What Do We Want to Know?



Use this sheet to record the questions that your Earth Force group would like to know about the issue you've selected. Remember that these are questions about the **issue** you have already picked, not about the project that you will eventually develop. Come up with at least three questions per section.

WHO >> think about whose practices affect the issue, or people who are affected by the issue >>

WHAT >> think about the policies and/or practices related to the issue >>

WHEN >> think about the history of the issue >>

WHERE >> think about where—what neighborhood, environment, etc.—this issue is important >>

HOW >> think about whose practices affect the issue, or people who are affected by the issue >>

WHY >> think about ways to impact the issue >>