

# Questioning for Understanding

By Grant Wiggins and Jay McTighe

## Explanation

What is the key idea in \_\_\_\_\_?

What are examples of \_\_\_\_\_?

What are characteristics/parts of \_\_\_\_\_?

How did this come about? Why is this so?

What caused \_\_\_\_\_? What are the effects of \_\_\_\_\_?

How might we prove/confirm/justify \_\_\_\_\_?

How is \_\_\_\_\_ connected to \_\_\_\_\_?

What might happen if \_\_\_\_\_?

What are common misconceptions about \_\_\_\_\_?

## Interpretation

What is the meaning of \_\_\_\_\_?

What are the implications of \_\_\_\_\_?

What does \_\_\_\_\_ reveal about \_\_\_\_\_?

How is \_\_\_\_\_ like \_\_\_\_\_ (analogy/metaphor)?

How does \_\_\_\_\_ relate to me/us?

So what? Why does it matter?

## Application

How and when can we use this (knowledge/process)?

How is \_\_\_\_\_ applied in the larger world?

How might \_\_\_\_\_ help us to \_\_\_\_\_?

How could we use \_\_\_\_\_ to overcome \_\_\_\_\_?

## Perspective

What are different points of view about \_\_\_\_\_?

How might this look from \_\_\_\_\_'s perspective?

How is \_\_\_\_\_ similar to/different from \_\_\_\_\_?

What are other possible reactions to \_\_\_\_\_?

What are the strengths and weaknesses of \_\_\_\_\_?

What are the limits of \_\_\_\_\_?

What is the evidence for \_\_\_\_\_?

Is the evidence reliable? Sufficient?

## Empathy

What would it be like to walk in \_\_\_\_\_'s shoes?

How might \_\_\_\_\_ feel about \_\_\_\_\_?

How might we reach an understanding about \_\_\_\_\_?

What was \_\_\_\_\_ trying to make use feel/see?

## Self-Knowledge

How do I know \_\_\_\_\_?

What are the limits of my knowledge about \_\_\_\_\_?

What are my "blind spots" about \_\_\_\_\_?

How can I best show \_\_\_\_\_?

How are my views about \_\_\_\_\_ shaped by \_\_\_\_\_ (experiences, habits, prejudices, style)?

What are my strengths and weaknesses in \_\_\_\_\_?

**Literature Circles**  
**Discussion Director Role**

*Job Description – Develops a list of questions for the group to discuss. Use “Questioning for Understanding” guidelines on handout. Write six questions, one from each category, in the guidelines. Write your answer.*

Explanation Question and Answer

Interpretation Question and Answer

Application Question and Answer

Perspective Question and Answer

Empathy Question and Answer

Self-Knowledge Question and Answer

**Literature Circles**  
**Content Connector Role**

*Job Description – The Content Connector finds connections between the book and our study of the Civil War. The Connector needs to locate four passages that make reference to the history in which the story is set. This can be new information or it can be a reference to a topic we have discussed in class. Copy the passage and write several sentences that explain the connection to our social studies class.*

Passage 1

Passage 2

Passage 3

Passage 4

**Literature Circles**  
**Word Wizard Role**

*Job Description – The Word Wizard chooses words used in the book that are “social studies” words. They are words that might need to be defined in the glossary of a social studies book. Choose the word, write the sentence in which it is found, define the term, and write your own sentence. Choose six words.*

Example:

1. Word – volunteers
2. Text use – At first there were so many volunteers that neither army could handle them all.
3. Definition – Volunteer means a person who chooses freely to enter military service.
4. My sentence – The 8<sup>th</sup> Pennsylvania Regiment was comprised of volunteers.

Word 1

Word 2

Word 3

Word 4

Word 5

Word 6

**Literature Circles**  
**Story Summarizer Role**

*Job Description – The Story Summarizer summarizes this section of the book. Include what is happening to all the main characters. Predict what will happen next.*