

<p>Question:</p> <p>Why are questions important in Social Studies?</p>	<p>Answer:</p> <p>Questions opens doors to new ideas and essential learning. Good questions generate more questions; intentional instruction in formulating good questions leads to more engaging educational experiences for learners of all ages.</p>
<p>Question:</p> <p>What types of questions are best to ask in Social Studies?</p>	<p>Answer:</p> <p>Open-ended, skill based, encourage discussion, require evidence to answer.</p>
<p>Question:</p> <p>What are factual questions?</p>	<p>Answer:</p> <p>These questions solicit reasonably simple, straightforward answers based on obvious facts or awareness. They are usually at the lowest level of cognitive or affective processes. Answers are frequently either right or wrong.</p>
<p>Question:</p> <p>What is wait-time?</p>	<p>Answer:</p> <p>It describes either the amount of time a teacher pauses between asking a question and the beginning of a student's response or the amount of time between a student's response and the teacher's reacting or asking another question.</p>

<p>Question:</p> <p>What are the different types of wait time?</p>	<p>Answer:</p> <p>Wait time 1 constitutes a 3-5 second pause between asking a question and soliciting an answer. Second, wait time 2 is a 3-5 second pause after a student response. This time provides students with time to think about the question and develop a response, either to the instructor's question or a peer's response. As a result, more students may be willing to answer the question and responses may be more thoughtful. While this deliberate pause sounds simple to implement, many instructors have been habituated to resist any silence in the classroom and may find it surprisingly difficult to enact this pause.</p>
<p>Question:</p> <p>What are the benefits of wait time?</p>	<p>Answer:</p> <ul style="list-style-type: none">• An increase in length of student responses.• An increase in the number of unsolicited but appropriate student responses.• An increase in speculative responses.• A decrease in the number of students failing to respond.• An increase in the number of responses by students identified by their teachers as slow learners.• An increase in the scores of students on academic achievement tests.• Provides support to second language learners and Special Education students

<p>Question:</p> <p>What are some tips for creating questions?</p>	<p>Answer:</p> <ul style="list-style-type: none">• Plan key questions to provide structure and direction to the lesson. Spontaneous questions that emerge are fine, but make sure to plan the overall direction of the discussion.• Phrase the questions clearly and specifically. Avoid vague and ambiguous questions.• Adapt questions to the level of the students' abilities.• Ask questions logically and sequentially.• Ask questions at various cognitive levels.• Follow up on students' responses.
<p>Question:</p> <p>How can you elicit longer, more meaningful and more frequent responses from students?</p>	<p>Answer:</p> <ul style="list-style-type: none">• maintaining a deliberate silence• making a declarative statement• making a reflective statement giving a sense of what the students said• declaring perplexity over the response• inviting elaboration• encouraging other students to comment.• Give students time to think (wait time) after you ask a question.• Use divergent questions, which are most likely to produce a range of responses.
<p>Question:</p> <p>What are essential questions?</p>	<p>Answer:</p> <p>These questions are designed to encourage further questioning about a particular subject. They're intended to spark a conversation about the subject rather than simply providing a factual answer to the question.</p>

Question:

What makes good essential questions?

Answer:

- Essential questions are open-ended and don't have a single, final, and correct answer
- Essential questions are thought-provoking and intellectually engaging. They also promote discussion and debate.
- Essential questions call for higher-order thinking, such as analysis, inference, evaluation, and prediction. They can't be effectively answered by recall alone.
- Essential questions point toward important, transferable ideas within disciplines.
- Essential questions raise additional questions and spark further inquiry.
- Essential questions require support and justification, not just an answer.
- Essential questions recur over time. They can *and should* be revisited again and again.

Question:

Why is it important to ask essential questions?

Answer:

By asking an essential question, students do more than simply focus on memorizing facts and figures. Essential questions encourage students to carry out their own investigations about a subject. And since there's no real right or wrong answer to an essential question, they tend to stimulate ongoing inquiry, spark more questions, invite the exploration of ideas, and encourage collaboration — all while allowing students to draw their own conclusions about the material.

<p>Question:</p> <p>What are some examples of essential questions?</p>	<p>Answer:</p> <p>How does conflict lead to change? What is the relationship between freedom and responsibility? When does government have the right to restrict the freedoms of people? Why do we study the past?</p>
<p>Question:</p> <p>What questions can you ask yourself when you are creating an essential question?</p>	<p>Answer:</p> <ul style="list-style-type: none">• How can I write the question to invite inquiry and argument?• If the question is factual, what question on the same topic is worth arguing about?• Is the question merely engaging? Or will pursuing it lead to the topic's big ideas?• Is the question general enough to use across other units? Or is it bound too narrowly to just this topic?• Does the question get at what's odd, counterintuitive, or easily misunderstood? Or is it a predictable question with mundane and relatively superficial answers?