

# The Game of Questions

## Getting started:

Pass out the 4 Levels of Questions (on the next page)

**The first time you play:** As a whole group, come up with examples of each level with a text you have already read, not the one that you'll be playing the game with. Sometimes I do a worksheet for this, but generally just the discussion is enough. I model the first two levels, and then ask the kids to help formulate ones at the third and fourth levels.

## The Game:

- 1) Count off by 4's. Four teams is the optimum in terms of time, though it is also true that you don't want too many people per team (3 or 4 is good). Give them ten to fifteen minutes as a group to come up with four questions, one at each level. Sometimes I make individuals come up with their own questions first, and then bring them to the small group to choose the collective best ones. That can add some personal responsibility, but it takes longer.
- 2) Set up and project the game. **Play one level at a time.** Ask each group to read out their question for only that level as you type and project it. When all have reported out, ask the group for challenges to any question that they feel doesn't comply with the level. (This can lead to some heated debates. The trick is to let them make their arguments withOUT your interference and then have the group decide by vote whether the challenge stands or not.) Each question that the group determines is valid for that category gets a point.
- 3) Next, students vote on the best question. I generally don't allow students to vote for their own question until Levels 3 & 4. Questions that have been successfully challenged are NOT eligible for Best Question. The Best Question in each level also gets a point.
- 4) Briefly, read the questions out loud and solicit answers from the group. I usually only do this for Levels 1 & 2.
- 5) Move on to the next level and repeat.
- 6) The Level Four question - the deep question - that is voted "best" becomes a blog post (homework if there isn't time in class) or journal write. It can also be the basis of a discussion for the next class. In that case, or students should bring at least one piece of evidence that supports their argument.
- 7) The cumulative points are added up. The winning team gains my personal esteem.

The first time you play the Game of Questions, it can take a while because students are still grappling with the definition of the different levels. But if you keep things moving along, this entire lesson lasts about 70 minutes without the written component. It's also fine to start the game in one class and finish it in the next one

*Did you play this game? Did you enjoy it? Let me know! [k8izwrite@gmail.com](mailto:k8izwrite@gmail.com)*

## Four Levels of Question Hand-out

### **LEVEL 1:** Summarizing/Definition/Fact questions

- What is the definition of ...?
- Who did ...?
- When did ... occur?
- How much/many ...?
- What is an example of ...?

### **Level 2:** Analysis/Interpretation questions

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|---|--|
| <ul style="list-style-type: none"><li>• How did ... occur?</li><li>• Why does ... occur?</li><li>• What are the reasons for ...?</li><li>• What are types of ...?</li><li>• How does ... function?</li><li>• How does the process occur?</li><li>• What are my own examples of...?</li><li>• What causes ... to occur?</li><li>• What results when ... occurs?</li><li>• What is the relationship between ... &amp; ...?</li><li>• How is ... similar to/different from...?</li></ul> | <ul style="list-style-type: none"><li>• How does ... effect or apply to ...?</li><li>• What does ... mean?</li><li>• What conclusions can be drawn from ... info?</li><li>• What is (are) the problem(s), conflict(s), or issue(s)?</li><li>• What are possible solutions/resolutions to these problem(s), conflict(s), or issue(s)?</li><li>• What is the main argument or thesis?</li><li>• How is this argument developed?</li><li>• What evidence, proof, support is offered?</li><li>• What are other theories, arguments from other authors?</li></ul> |
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### **Level 3:** Hypothesis/Prediction questions

- If ... occurs, then what would happen?
- If ... changed, then what would change?
- What does theory X predict will happen?
- What hypothesis or theory explains this data or given information?

### **Level 4:** Critical Analysis/Evaluation/Opinion questions

- Is ... good/bad? ... correct/incorrect? ... effective/ineffective? ... relevant/irrelevant? ... logical/illogical? ... applicable/not applicable? ... proven/not proven? ... ethical/not ethical? WHY?
- What are the advantages or disadvantages of ...? WHY?
- What is the best solution to the problem, conflict or issue? Why is it the best?
- What should or should not happen? WHY?
- Do I agree or disagree? WHY?
- What is my opinion? What is my support for my opinion?