

A decorative graphic in the top-left corner consisting of a network of colorful arrows (blue, green, orange, pink) and various icons (microphone, document, globe, people, etc.) pointing in different directions, suggesting connectivity and digital communication.

# connect

Chapter Two:

# Asking Questions

## Two Minute Paper

1. Take out a sheet of scratch paper.
2. Spend two minutes writing about why it's important to ask questions.
3. When time is called find someone in the room wearing the same color shirt you are wearing.
4. Share your thinking.



# Questioning and Reading

- Asking questions is a natural part of the learning process.
- If you ask questions about a reading then you'll notice answers to your questions in the material.
- Searching for answers gives you a well-defined purpose for reading.



# The Questioning Process

1. Turn titles and headings into questions
2. State a purpose for reading
3. Activate prior knowledge
4. Begin reading
5. Mark answers



# Questions from Headings and Titles

- Turning a title or heading into a question is a great way to focus attention while reading.
- Use the main words from the title or heading to formulate your questions.
- Sometimes you'll need to ask more than one question.



# Example

Book title: *The Lost City of Z: A Tale of Deadly Obsession in the Amazon*

## Possible questions:

- What was the City of Z?
- How did it become lost?
- Who was obsessed? Why?
- “Deadly” is in the title – who was killed, and why?

- Think about your favorite flavor of ice cream.
- Find someone in the room who also favorites that flavor or something similar to it.
- Work together to write two questions for each of the the book titles on the next three slides.

# Guns, Germs, and Steel: The Fates of Human Societies



# The Art of Changing the Brain

# Alone in the Kitchen with an Eggplant

- Each group needs to pair with another group.
- Share your questions.



# Stating a Purpose

- Restating your questions as sentences will give you a purpose for reading.
- The process of re-stating the question will help focus your attention once you begin reading.

- Find a new partner – you must pair with someone you haven't worked with today.
- Take each of your questions from the previous activity and turn them into a purpose for reading.



# Activating Prior Knowledge

*Take a few seconds to consider what you already know about the topic...*



# Mark the Answers

- The parts of the answer to the question are the main ideas of the section.
- As you read, locate the answers to your questions.
- Mark the answers somehow – highlighting or underlining is good.
- Mark only the important material; not everything in the section or paragraph.



# Just The “Good Stuff”

- Sometimes it’s tempting to mark everything.
- **Don’t.** Instead think about what is really important, and just mark that material.
- Remember, most of the words a writer uses are details and examples to help readers understand the main ideas.





# Improve Your Thinking

- Questions are key to good thinking.
- Questions help you
  - Comprehend the main ideas.
  - Compare and contrast the author's ideas with other ideas.
  - Follow the thoughts to their logical conclusions.
  - Apply ideas to other areas of your life.



# Critical Thinking

Critical thinking is a systematic process of thinking and learning that includes the following kinds of activities:



# Critical Thinking Activities

- Gathering information about a subject and remembering it accurately.
- Gaining clarity about what the subject means or how it acts.
- Thinking about how ideas can be applied in different situations.



# Critical Thinking Activities

- Analyzing the parts of the subject to find out how they are related.
- Evaluating the usefulness or worth of the subject based on relevant criteria.
- Forming new ideas or creating something new based on this thinking process.



# Why Critical Thinking?

- To become an outstanding student you'll need to do more than read the textbook.
- You need to question what you're reading.
- You need to think about the ideas behind the words.
- You need to use this knowledge to make decisions or solve problems in your life.



# Bloom's Taxonomy

- Benjamin Bloom organized the types of questions people ask into different levels.
- The first categories are usually easy-to-answer questions.
- The later categories are harder to answer.
- Good thinkers can ask questions that fit into each category.

# Bloom's Taxonomy

**Level 6**  
**Create**

You use the information to create something new or you draw conclusions.  
“What other explanations or solutions are there?”

**Level 5**  
**Evaluate**

You decide what value the information has or make choices based on it.  
“What factors should I consider to decide whether these ideas are worthwhile?”

**Level 4**  
**Analyze**

You understand the parts and how they relate to one another.  
“How do the parts or sections fit together to make up the whole?”

**Level 3**  
**Apply**

You can use the information in a new situation or solve problems with it.  
“How can I apply this knowledge or procedure to produce a certain result?”

**Level 2**  
**Understand**

You understand the information and can explain it to someone else.  
“How can I retell this using my own words?”

**Level 1**  
**Remember**

You can recall and repeat basic information.  
“Who? What? When? Where? How? Why?”



# Shifting Gears

- Bloom's Levels 1 and 2 ask you to recall material from the reading.
- Level 3 asks you to apply the information.
- Beginning with Level 4, the focus shifts away from the reading and instead centers on you.
- Levels 5 and 6 require a lot of brain power, and don't have as much to do with the material.





# Bloom's Donuts

- Bloom's Taxonomy looks difficult, complicated and really specialized, but it can be applied to anything in your life.  
...Even donuts.
- The following slides list the different levels of Bloom's Taxonomy along with donut-related questions or activities for each level.



# Bloom's Donuts Level 1

- **Remember:** Recall and repeat basic information.
  - What is a donut?
  - Where can I get donuts?
  - What beverage is nice to drink with donuts?
  - How many calories are in a Krispy Kreme chocolate éclair?



# Bloom's Donuts Level 2

- **Understand:** You understand the information and can repeat it to someone else.
  - Donuts are sugary pastries sometimes covered with frosting. I can draw you a simple picture.
  - I can list four types of donuts.
  - I can match five descriptions of donuts with five photos of donuts.



# Bloom's Donuts Level 3

- **Apply:** Use information in a new situation or solve problems with it.
  - Hmm. That Swedish pastry looks like a donut. I'd better order coffee to go with it.
  - Everyone likes donuts – since I organized this morning meeting I'll bring donuts so people won't be as upset that it's so early.
  - It's 2 AM. I'm hungry. My prior knowledge tell me many donut stores are open late; I'll use the Internet to find one in this area.



# Bloom's Donuts Level 4

- **Analyze:** Understand the parts and how they relate to each other.
  - Donut holes are the removed centers of donuts.
  - Donuts are **pastries**, just like pies and cakes. Donuts are smaller and fried, but they're still pastries.
  - Donut stores have a system for pricing donuts. Donut holes are cheapest, followed by glazed, then frosted, then specialty donuts like bear claws and éclairs.



# Bloom's Donuts Level 5

- **Evaluate:** Decide what value information has or make choices based on it.
  - Dunkin' Donuts is better than Krispy Kreme because . . .
  - I'm eating plain glazed instead of a bear claw because . . .
  - The best donut is . . . because . . . .
  - I'm eating donuts instead of grapefruit because . . .



# Bloom's Donuts Level 6

- **Create:** Use information to create something new or draw conclusions.
  - I'm going to open a donut store. Unlike present stores, mine will feature . . .
  - I've gained three pounds this month, and the only change in my diet is donuts. I can only conclude . . .
  - My novel (a murder mystery set in a donut store) will be based on my prior knowledge of the donut industry, plus Internet research.

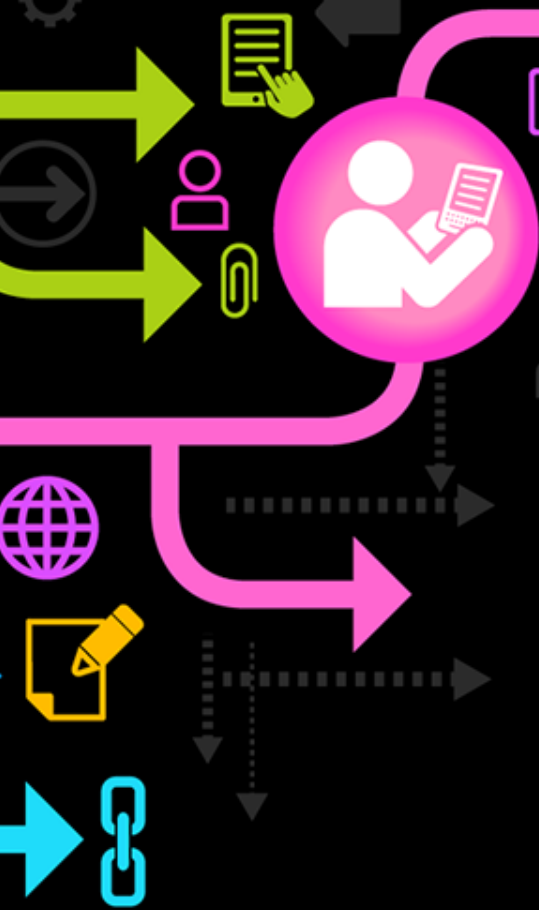
1. The next slide will show several topics.
2. Together, select **one** topic.
3. On scratch paper, write down two activities or questions related to that topic for each level of Bloom's.



# Topics

- Attending college
- Watching television
- Driving cars
- Cleaning house
- Parenting
- Exercising

Click to return to Bloom's  
Taxonomy Chart



Quality questions create a quality life. Successful people ask better questions, and as a result, they get better answers.

- Anthony Robbins