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| Unit : Socials (History of Vancouver) | | Level : 5 |
| Subject of lesson | Creating Powerful Questions | |
| Duration | 30 minutes | |
| Agenda | <ul style="list-style-type: none"> • Tell students about guest speaker • Introduce critical challenge • Work on critical challenge • Share powerful questions with the class | |
| IRP Prescribed learning objectives (page) | SWBAT <ul style="list-style-type: none"> • Apply critical thinking skills to create powerful questions • Gather information from a primary source (guest speaker in following period) | |
| Objectives | SWBAT <ul style="list-style-type: none"> • Brainstorm criteria for a powerful question • Formulate a powerful question for a guest speaker • Work in pairs to evaluate the powerful question and re-word it if necessary | |
| Materials/Resources | TC2 website (Powerful Questions Critical Challenge), chart paper, | |
| Time (min) | PROCEDURE | |
| | What the teacher says/Does | What the students do |
| 2 | <p>Pre Activity: Introduction</p> <ul style="list-style-type: none"> • Explain to students that we are going to be having two guests come and talk to us in the following period. They are Jake’s grandpa and grandma and he has lots of stories to share with us about what it was like growing up in Vancouver. | |
| 10 | <p>Activity:</p> <ul style="list-style-type: none"> • Present a fictional guest speaker (someone coming in from the SPCA to talk to us about pet care) and give an example of a question that does not gather much information. (Do you like cats? Do you have a dog? What is your favourite pet?) • Ask them to talk in groups and think about what makes them a weak question vs. powerful question. • Put a T chart up on the board with weak question and powerful question at the top. • Write student ideas of what makes them a weak question. | <ul style="list-style-type: none"> • Talk in groups to come up with ideas for what makes a weak question. • Share ideas with the class. |

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| <p>10-15</p> | <ul style="list-style-type: none"> • Ask a powerful question instead (What are the most popular pets that come through the SPCA? What is the most important thing to consider when you are caring for a pet?) • Ask them what makes this a powerful question compared to the other ones. • Put their answers up on the chart. <ul style="list-style-type: none"> • Ask students to think about what information (about growing up in Vancouver/the past) they would like to find out from Jake’s grandpa. Think about what would be a really good, really powerful question to ask. • Ask students to come up with a powerful question that they would like to ask Jake’s grandpa. Students write it down on a post it note. Then, in pairs or in groups, they evaluate the question based on the criteria and change it if necessary. • Share powerful questions with the class. <p>Post-Activity: CLOSURE</p> <ul style="list-style-type: none"> • Remind students that they may not all get to ask their question. Many of their questions may be answered during his talk. This is a time for us to find out about growing up in Vancouver and the past, and not to tell your own stories. | <ul style="list-style-type: none"> • Talk in groups to come up with ideas for what makes a powerful question. Compare them to the weak questions. • Share ideas with the class. <ul style="list-style-type: none"> • Students think of a powerful question and write it on their post it. • Share questions with partner or group and decide if it’s a powerful question. <ul style="list-style-type: none"> • Share answers with the class. |
| <p>Evaluation</p> | <p>Formative: Students participating, ability to generate criteria for powerful questions, quality of powerful questions, Summative: N/A</p> | |
| <p>Link with other subjects:</p> | | |

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| Extension Activity: <i>(for early finishers)</i> | If students have more than one question that they would like to ask, they may write both down on their post it and evaluate both of them. |
| Adapted activity: | I believe that all students will be able to complete this activity without difficulty. If students are having difficulty, they could instead create two questions with a partner, or in their groups instead of individually. |
| Teacher reflections): | N.B. <i>At the end of the lesson, what adjustments should I bring to the lesson?</i> |
| Plan « B »): | N.B. Plan « B »: If students aren't on the right track with the criteria generating, I will try to take something out of what they say and turn it into a useful list. If they are taking too long to generate the criteria, we may come up with a few as a class and then I will provide the rest. |