### WHY DO WE QUESTION? LESSON PLAN

Stefanie Graefe 9th Grade World History 53 Minute Period

Ancient Greece Unit/ The Purpose of Questioning

# OVERVIEW/ RATIONALE

This is the first lesson in a two-week long unit on Ancient Greece. Throughout these two weeks our class will be developing a culture of inquiry, primarily by exploring how and why we question. This lesson introduces the theme of the unit and covers basic historical content on the Ancient Greece city-states. At the beginning of the lesson, students will be asked to consider why they use questions in their own lives. I will also concede that at Central we do not encourage much questioning. But the purpose of this unit is to counter that traditional notion of learning.

This lesson specifically asks students to give into their own curiosity and ask questions on information that they would like to know more about. They will receive all of the power point slides, so they can focus on writing questions about the lecture that they would like to explore more in the future. They will use these questions in the following lesson.

**ENDURING UNDERSTANDINGS**

1. Learning how to generate questions fuels curiosity
2. Humanity can only ‘progress’ when we ask questions about the world and value curiosity.
3. We can ask questions in history classes to direct further research, challenge traditional narratives, analyze or critique an argument or source, and to develop our own arguments or theories.

**ESSENTIAL QUESTIONS**

1. What do we ask questions, and how can questions help us?
2. What is curiosity and why is it helpful?
3. How did Ancient Greece’s geography impact its city-states?
4. What were the forces uniting and disuniting Greek city-states?

# GOALS/OBJECTIVES

1. Students will be able connect the importance of questioning to both their academic and non-academic lives.
2. Students will be able to explain how Ancient Greece’s geography impacted its organization, specifically the Greek city-states.
3. Students will be able to distinguish between the forces uniting city-states and forces that disunited city-states.
4. Students will practice identifying content that interests them personally, using questions to explore their interests further.

**MATERIALS**

1. Power Point Presentations
2. Student Presentation Note Packet
3. You Tube:

**PROCEDURES**

**OPENER**

**1) Warm-Up**

Students answer the below questions in their notebook.

-Why do we ask questions?

-List specific reasons or purposes for asking a question

-You can also list specific examples (both in school and at home)

**BODY OF THE LESSON**

**2) Warm-Up Discussion**

Once students have completed the warm-up we will discuss the questions as a class. As students provide answers to both the second and third questions I will have two students record the answers the white-board. We will then categorize types of question. I anticipate that I will have to prompt students a lot in this discussion. There will most likely be a lot of the first two categories but not the last two (See Categories Below).

**3) Introduction to Unit Theme Presentation**

Power Point Slides

 -The Purposes of Questions (1 Slide)

 -Curiosity/Questioning Quote (1 Slide)

This brief introduction, explores the four purposes of questioning that we will explore in the unit. As I go through each purpose, I will also briefly explain what we will be doing with each purpose. (I have noticed that students are more willing to go with more abstract themes if they can see the general plan for the next few days, it eliminates some discomfort). I will then ask students what the Albert Einstein quote means to them. We will define curiosity and consider how questions lead to curiosity. The second quote explore introduces the concept that the progress has been driven humans seeking to answer their own questions about the world. Ultimately, social studies classes are supposed to teach us how to be human. Questioning the world is an essential component of the human condition (one of humanity’s most admirable characteristics).

4) Introduction to Ancient Greece Presentation

 Power Point Slides

-Introduction (I slide)

-Greek Geography (2 slides)

-The Age of Homer (1slide)

-The Iliad/The Odyssey (1 slide)

-The Greek City- State (2 slides)

-Forces Uniting the Greeks (4 slides)

-Forces Disuniting the Greeks (1 slide)

-The Greek Warrior (1 slide)

 -Different Forms of Government (1 slide)

I will introduce this lecture by giving out all of my students the power point slides in advance. Next to each power point slide there is a place to write. I will emphasize that today their role to consider what they want to learn more about. Write down any questions that they could explore more in the future. I will obviously answer any clarifying questions during the lecture but I want them to practice creating questions about content material.

**CLOSURE**

5) Whose Line is it Anyway Video and Clip

<https://www.youtube.com/watch?v=E93XPggEPaA>

Students will watch a short humorous video demonstrating the question game. The game was popularized by the show, “Whose Line is it Anyway?” Players are asked to act out a specific scenario using only questions. Students will be given the chance to try the game. Since this could be considered a ‘high-risk’ game, I will only ask those that have volunteered. The possible scenarios are below. This is a fun activity where students have the chance to practice asking questions.

# ASSESSMENT/EVALUATION (MAY HAPPEN IN BODY/ PROCEDURES)

1. Student Participation in the Warm-up Discussion
2. Student-generated questions from the lecture

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