
MORE CRITICAL THINKING: LEADING YOUR CLASS TO ENGLISH LANGUAGE AWARENESS THROUGH QUESTIONING

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**The purpose of a teacher
is to provide Questions.**

**The purpose of a student
is to provide Answers.**

OBJECTIVES

- ✖ To apply Bloom's Taxonomy to a short lesson
- ✖ To apply Socratic Questioning to a short lesson

The Red Wheelbarrow

William Carlos Williams

**so much depends
upon**

**a red wheel
barrow**

**glazed with rain
water**

**beside the white
chickens.**

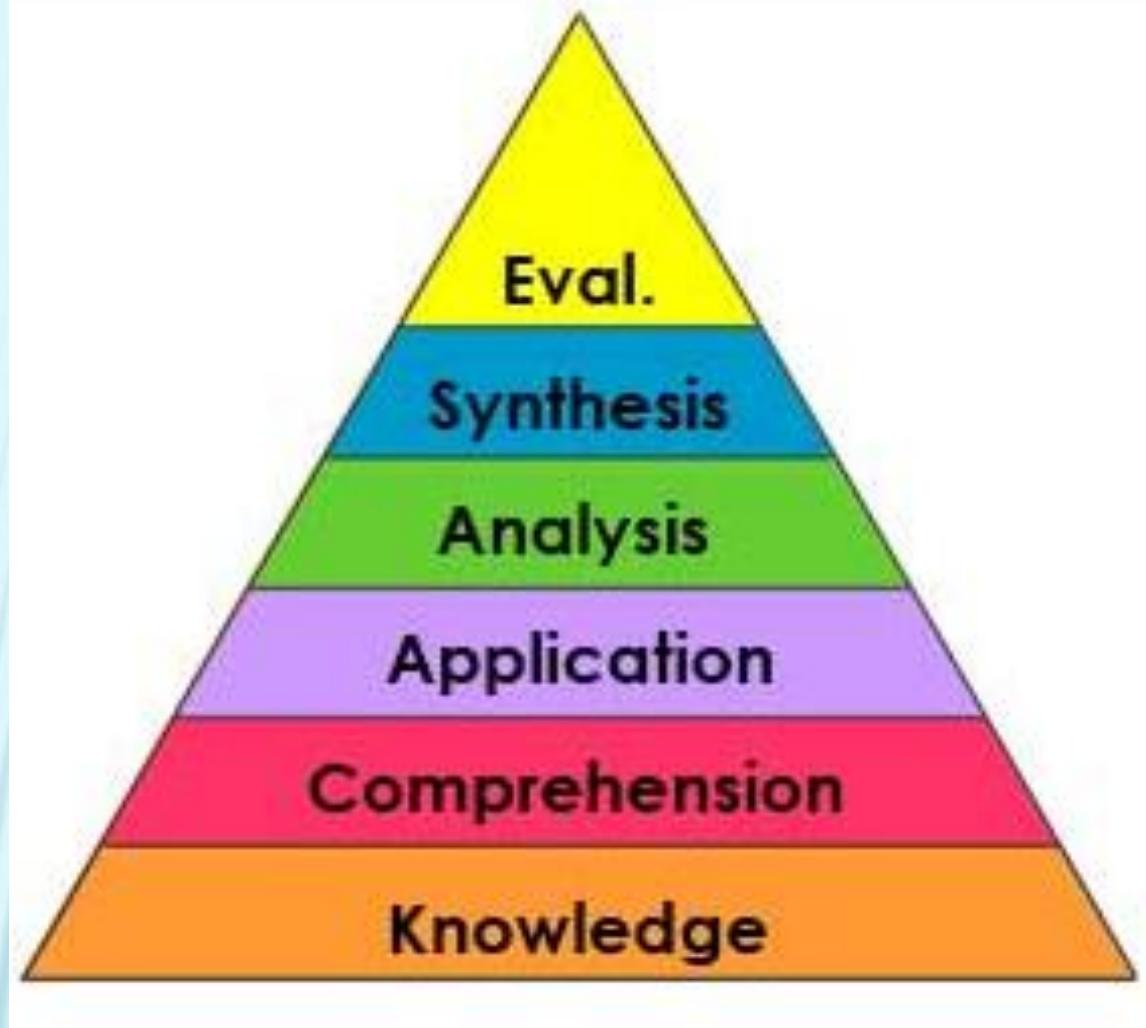
BLOOM'S TAXONOMY



<http://cardiff.theoffside.com/cardiff-city-news/just-how-much-of-a-transfer-fee-could-and-should-ross-mccormack-command-in-todays-grossly-over-inflated-transfer-market.html/attachment/climbing-corp-ladder>

BLOOM'S TAXONOMY

Lead our
students up
the ladder



BLOOM'S TAXONOMY

Knowledge questions ask the student to recall or remember information (memorizing or repeating)

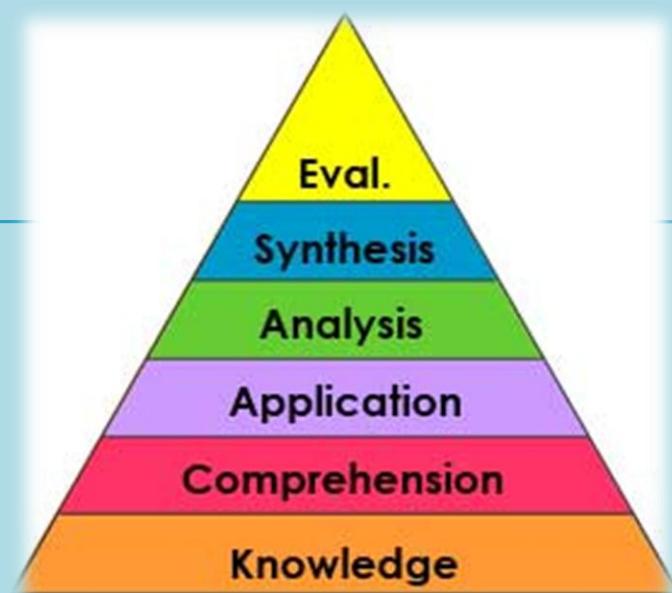
Comprehension questions ask the student to explain or recognize information (paraphrasing or describing.)

Application questions ask the student to apply the information to real life (creating possible test questions or choosing correct verb tenses for a paragraph)

Analysis questions ask the student to differentiate between different parts, (diagramming a sentence or comparing verb tenses)

Synthesis asks students to create something new or plan something, (writing a new poem or using a new grammar point in sentences)

Evaluation asks students to judge something or debate an idea, (debating or discussing the best ways to learn in the classroom)



RED WHEELBARROW QUESTIONS

- What is the color of the wheelbarrow?
- What is a wheelbarrow used for?
- What did the water do to the wheelbarrow?
- What are other words that are similar to “glazed”?
- What color are the chickens?
- Why do people keep chickens?

RED WHEELBARROW QUESTIONS

- Is the wheelbarrow clean or dirty? How do you know?
- Are the chickens clean or dirty? How do you know?
- Look at the first line of the poem. Why does so much depend upon these two objects after a rain?
- Can you choose two objects that “so much depends upon”? Why does so much depend upon them?
- What does this poem mean to you?

SOME WILL GO THE EXTRA MILE

Unlike most people, Marty O'Brien loves long car trips. In fact, he often tries to make them longer.

Marty is a member of the Extra Miler Club. His goal is to visit every one of the 3,145 counties in the United States. So far, he has visited 1,441. "On every trip," he says, "I look for new places to go."

That's the philosophy of the people in the Extra Miler Club. The club began in 1973, and it now has 207 members. Twelve of these members have visited every county. They have even traveled by seaplane to get to counties in Alaska that are hard to reach. Some others have been to every state.

Roy Carson is one of the people who started the club. In 1985 he traveled to his last county. But he didn't take any photographs on his trips. So now he is trying again. This time he is taking photographs of himself in front of each county sign. So far, he has covered 538,427 miles. "It's just as much fun the second time around, but it's a lot more expensive," he says. Gas cost just 39 cents a gallon when he first started--in 1949.

GRAMMAR LESSON

All the Time

1. loves long car trips
2. tries to make them longer
3. is a member
4. it has 207 members
5. is taking photographs of himself
6. it is a lot more expensive

In the Past

1. has visited 1,441
2. club began in 1973
3. have visited every county
4. have traveled by seaplane
5. started the club
6. has covered 538,427 miles
7. gas cost 39 cents a gallon

GRAMMAR LESSON: PAST VERBS

One Verb

1. club began in 1973
2. started the club
3. gas cost 39 cents a gallon

Two Verbs

1. has visited 1,441
2. have visited every county
3. have traveled by seaplane
4. has covered 538,427 miles

GRAMMAR LESSON: PAST VERBS

Past Specified

1. club began in 1973
2. started the club
3. gas cost 39 cents a gallon

Past Unspecified

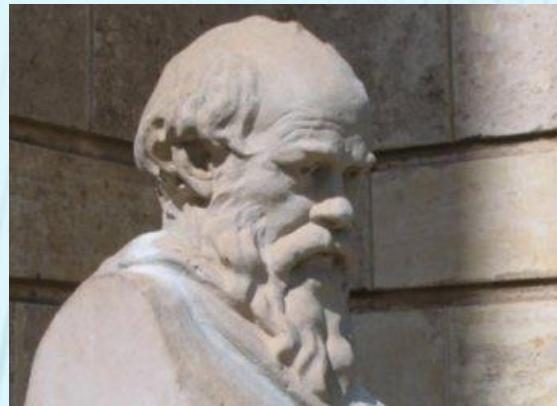
1. has visited 1,441
2. have visited every county
3. have traveled by seaplane
4. has covered 538,427 miles

Critical Thinking



uses what you
already know to
figure something out.

The Socratic Method / Socratic Questioning



The Socratic method is named after the philosopher Socrates.

It is a form of debate designed to encourage critical thinking.

**Please listen and answer
questions in the chat box.**

Questions:

- What types of questions did I ask you?
- What else did you notice?
- Who or what really guided the discussion?

Socratic Questioning: Students answer questions and generate ideas, learn through questioning and thinking

***"I cannot teach anybody anything,
I can only make them think."***

-- Socrates

How to Use the Socratic Method in the Classroom:

- ❖ Plan significant questions that provide structure and direction to the lesson.
- ❖ Phrase the questions clearly and specifically.
- ❖ **Wait Time:** Maintain silence and wait at least 5 to 10 seconds for students to respond.
- ❖ Keep the discussion focused.
- ❖ Follow up on students' responses and invite elaboration.

How to Use the Socratic Method in the Classroom:

- ❖ Stimulate the discussion with probing questions.
- ❖ Periodically summarize (e.g., on blackboard or overhead projector) what has been discussed.
- ❖ Draw as many students as possible into the discussion.
- ❖ Do **not** pose yes/no questions, as they do little to promote thinking or encourage discussion.
- ❖ Do **not** pose questions that are vague, ambiguous, or beyond the level of the students.

Designing your own lesson:

Think of a lesson on superlative adjectives (tallest, shortest, oldest, youngest)

Imagine teaching that lesson using Bloom's Taxonomy and/or Socratic Method.

Write a list of 6 questions you could ask during that lesson: 2 lower level questions, 2 middle questions, and 2 higher level questions (use critical thinking!)

Example Grammar Lesson:

(What is the topic? What is the goal of your lesson? What materials will you use?)

Possible “critical thinking” questions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Questions?

Thank you!

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