

THREE - LEVEL QUESTIONS

Overview:

To encourage students to think deeper about historical or contemporary events, they must grasp the factual knowledge of an event, as well as begin to ask interpretive questions. The "Three-Level Question" model is a useful system for organizing all knowledge into three basic levels, then formatting the knowledge in the form of questions for students to answer through their own course of study.

Materials Needed:

Three-Level Question Guide

Textbook or supplemental reading material, primary sources, etc.

Procedure:

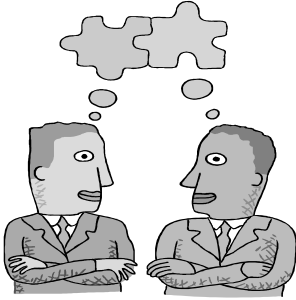
Introduce students to this instructional strategy by using a short reading assignment as an example. Discuss the three level of questions, using the student guide. After students understand these levels, ask them to silently or aloud read the short passage. (Students may work in pairs, if desired.)

After reading the assigned passage, students are to create their own sets of questions, categorizing them according to the three levels.(As a beginning task, students should be able to write two to three questions per level.)

These questions can then become the stimulus for class discussion and even for use by the instructor on a unit assessment.

Options:

Rather than working individually, the class can be divided into groups, with each group assigned one particular level of question. The groups will be expected to write two questions at their assigned "level", then send their questions to another group to be answered. Ultimately, with the passing of questions from one group to another, all levels of questions will be examined, as well as answered by the class.



THREE-LEVEL QUESTIONS

Level One: These are based on facts found in the reading, which are proven in the reading as either right or wrong. They can be questions about the details of an event. So, they can begin with words such as when, where, who? Or perhaps with the words "identify", or "list".

Level Two: These require you to draw a conclusion about the events you have read about. Only a part of the answer can actually be found in the reading. You might need to bring outside information or your own experiences into finding an answer to these questions. You might even come up with an answer different from another student, yet you may both be correct. They can begin with words such as "describe" or "explain."

Level Three: These require you to really analyze why an event took place or even summarize the lasting effects of an event on the future. They may ask you to look at an event from other viewpoints or perspectives. So, they can begin with words such as "why" or "compare" or "contrast".

Here's an example. If you read about the Boston Tea Party, these are some questions you might ask:

Level One- When did the Americans sneak onto the ship?

Where was the ship harbored?

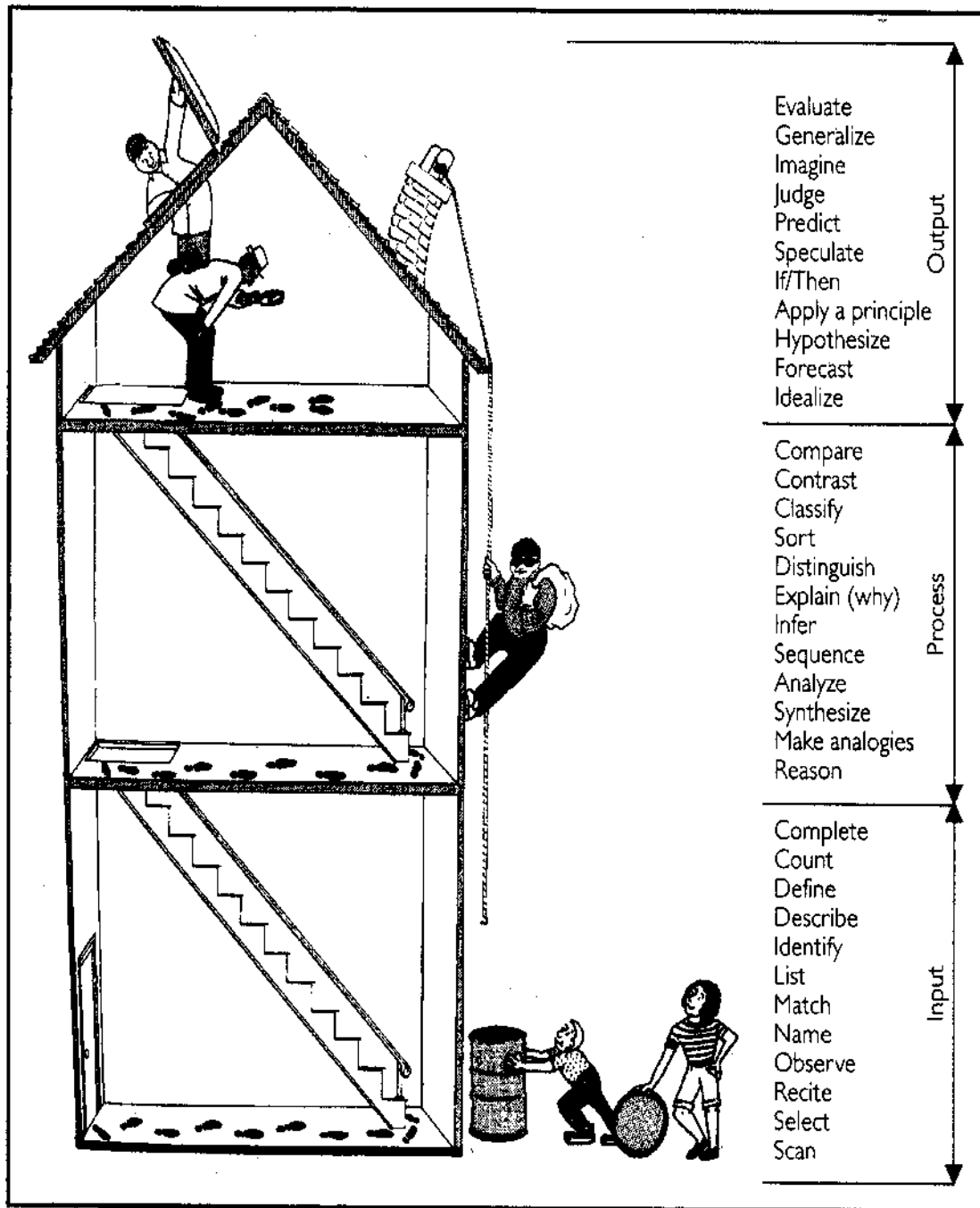
Level Two- Explain what made the colonists were so mad the threw the tea overboard?

Describe what the king did after he heard about the "tea party."

Level Three- Compare the Boston Tea Party to other colonial boycotts.

Why are such violent outbursts often the result of dissatisfaction with government officials?

The Three-Story Intellect Model



Adapted by permission of the publisher from the "Three-Story Intellect Model" from *Brain Compatible Classrooms* by Robin Fogarty.

