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Content Questions:

1) Essential questions introduces the umbrella statement that drives the units. These are based on concepts that the students should understand at the end of the unit. Provokes thought. Guides students to think critically. They are usually are open-ended to encourage thought and are controversial or debatable to spark conversation. They are a jumping point for more essential questions. Essential questioning often recurs, thus creating opportunities for transfer to other situations and subjects. When students are able to refer knowledge to multiple scenarios, both inside and outside of the classroom, one can develop strong high level connections..

(<http://www.docstoc.com/docs/2615356/Essential-Question-Lesson-Plan-Template>, <http://www.greekforme.com/writing.html>, <http://galileo.org/teachers/designing-learning/resources/creating-essential-questions/>)

Unit questions are more specific questions that directly relate back to the essential questions. These questions are subcategories that will generate more questions that will guide a learner's inquiry. (<http://www.csus.edu/indiv/p/peachj/330ab/essential.html>)

Content questions are very specific questions that directly relate and clarify the unit questions. These questions are opened ended, with the general purpose in mind for exploration and discussion. In relation to Bloom's Taxonomy, higher level questioning is provided by exploration and productive analysis. Content questions expand upon the unit questions asking for more detail on the subject.

2) **Essential:** How can we all get along?

Unit: How can urban wildlife and humans live together successfully?

Content: a) How do I collect information and display it in a graph?

b) What urban animals are there and what do they need to survive?

(taken from a study on wildlife and ecosystem to reduce human caused injury in animals - <http://www.slideshare.net/abogehad77/curriculum-framing-questions-part-2-en>)

3) The relationship between essential, unit and content questions are the connections that they provide in helping to create interest, instill self-direction and promote learning.

4) See inserts into other questions.

5) The traditional text and test unit does not provoke creative and explorative thought through the same means as from expository text. Without an essential question and purpose for exploration, students may lack sense and meaning from the subject matter. Without purpose, students memorize; rather than learn.

Student achievement in traditional text and tests usually are not given an essential question to provoke thought. They are usually driven past that directly to the content which does not allow the students any sort of inquiry beyond the basic questions at hand of the unit and content questions. Essential questions are necessary to give the students more of a broad understanding of the subject matter about to be learned and allows them the different ways to process that information.