

# ***Questioning Assistance: Rousing Minds to Life***

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**...You shall love the Lord  
your God with all your  
heart and with all your  
soul and with all your mind  
(intellect).**

**Matthew 22:37**

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**Because thoughts and beliefs  
are contained in the mind,  
intellectual development and  
the renewal of the mind  
transforms our lives.**

**J.P. Moreland**

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**...Nothing will have any effect on student learning except as it operates through the teaching-and-learning activities at the classroom level.**

**Roland Tharp**



**Any pattern of instructional activity creates something...what do yours create?**



**And Pharaoh said to Joseph, For as much as [your] God has shown you all this, there is nobody as intelligent and discreet and understanding and wise as you are.**

**Genesis 41:39**

**Then this Daniel was distinguished above the presidents and the satraps because an excellent spirit was in him, and the king thought to set him over the whole realm.**

**Daniel 6:3**

**After three days they found Him in the temple, sitting among the teachers, listening to them and asking them questions. And all who heard Him were astonished and overwhelmed with bewildered wonder at His intelligence and understanding and His replies.**

**Luke 2:46-47**

# Means of Assisting Performance

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- Modeling
- Contingency Managing
- Feeding Back
- Instructing
- **Questioning**
- Cognitive Structuring

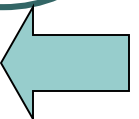
# Flannerby Barp for Nail

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Nall was so plamper. She was larping to the flannerby with Charkle. She would grunk a flannerby barp so she could crooch out carples. Charkle lanted her gib out the nep.

“Parps, Charkle,” jibbed Nall plamberly.

“Now we can crooch out carples together!”  
pified Charkle trigly.

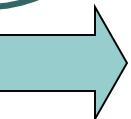




# **A Flannerby Barp for Nall**

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1. Who are the characters in the story?
2. Where were they larping?
3. Why did she want to grunk a flannerby barp?
4. What can Charkle and Nall do together?



# Probing and Clarifying Questions

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- What do we already know about this?
- What exactly does this mean?
- Can you give me an example?
- Tell me more...
- Please explain why/how...
- How could we look at this another way?

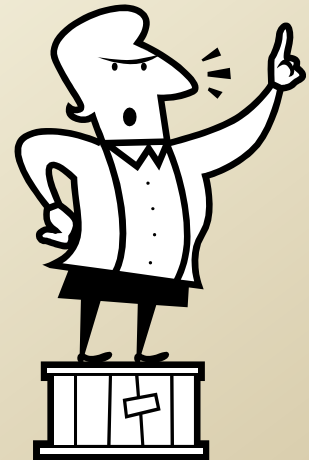
[http://changingminds.org/techniques/questioning/socratic\\_questions.htm](http://changingminds.org/techniques/questioning/socratic_questions.htm)

# **Integrate Thinking Strategies of Questioning**

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- Readers/Writers: predict, infer
- Mathematicians: estimate
- Scientists: hypothesize

**A request for information  
does not constitute  
teaching.**

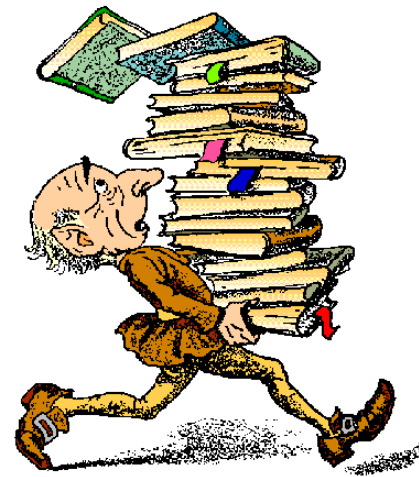


**“Even in our ‘more effective’ classrooms, there is little evidence of instruction of any kind. Teachers spend most of their time assigning activities, monitoring to be sure the pupils are on task, directing recitation sessions to assess how well children are doing and providing corrective feedback in response to pupil errors. Seldom does one observe...teaching in which a teacher presents a skill, a strategy or a process to pupils, shows them how to do it, provides assistance as they make initial attempts to perform the task and assures that they can be successful.”**

**Durkin**

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**Do our questions center on  
tasks or thinking?**







# Organs for Sale—Right or Wrong?

ILLUSTRATION BY BRIAN CROHN



Many very sick people need organs to live.

Pennsylvania plans to begin paying the relatives of organ donors \$300 toward funeral expenses. It would be the first place in the country to reward organ donation. Already, there are voices opposing the very idea of pricing a kidney or a liver.

Today, 62,000 Americans desperately await organ transplants to save their lives. Oddly enough, until now, no authority had yet dared offer money for the organs of the dead to

aid the living. If we can do anything to end the shortage of donated organs, should we not?

## Poor Idea?

One objection is that Pennsylvania's idea will affect more poor people than rich people. Critics say it will be the poor who will need the money and provide the organs.

So what? What is wrong with rewarding people, poor or not, for a

dead relative's organ? This program does not make it easier for the rich to get organs. It makes it easier for all people to get them.

The real objection to the Pennsylvania program is this: It makes it seem that human beings and their parts can be bought, like cars or toasters. One day we will have a market for body parts, and some people say that will cheapen human life. We may start by paying people for their dead relative's kidneys. Eventually, we will be paying people for spare kidneys of the living.

## Undignified Behavior

Well, what's wrong with that? The answer is that little thing called human dignity. Our society does not allow people to degrade themselves. So we cannot allow live kidneys to be sold at market. No decent, ethical society can permit poor people to be cut up to serve wealthier people.

The Pennsylvania program does not go far enough. Why not pay relatives \$3,000 instead of \$300? Even wealthy people might be tempted by that amount of money.

## A Moral Fence

The restriction we have today against selling any organs, from the living or the dead, is like a moral fence. It is a fence against treating organs like a product, like objects for sale. However, we need to move in the fence and allow payments for organs from the dead.

Why? Because there are 62,000 people waiting for organs. Some of them will die if we don't have the courage to move the fence in—and hold it there.

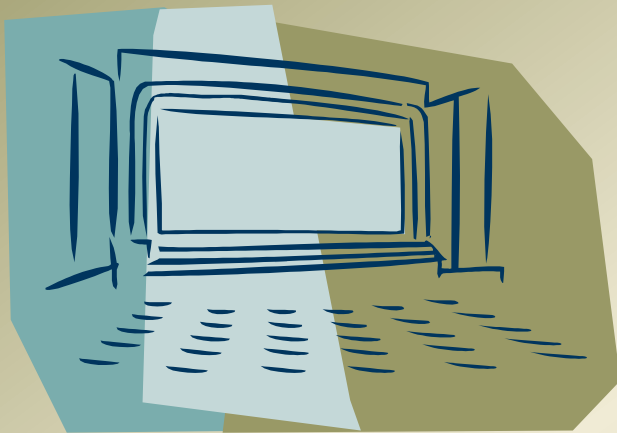


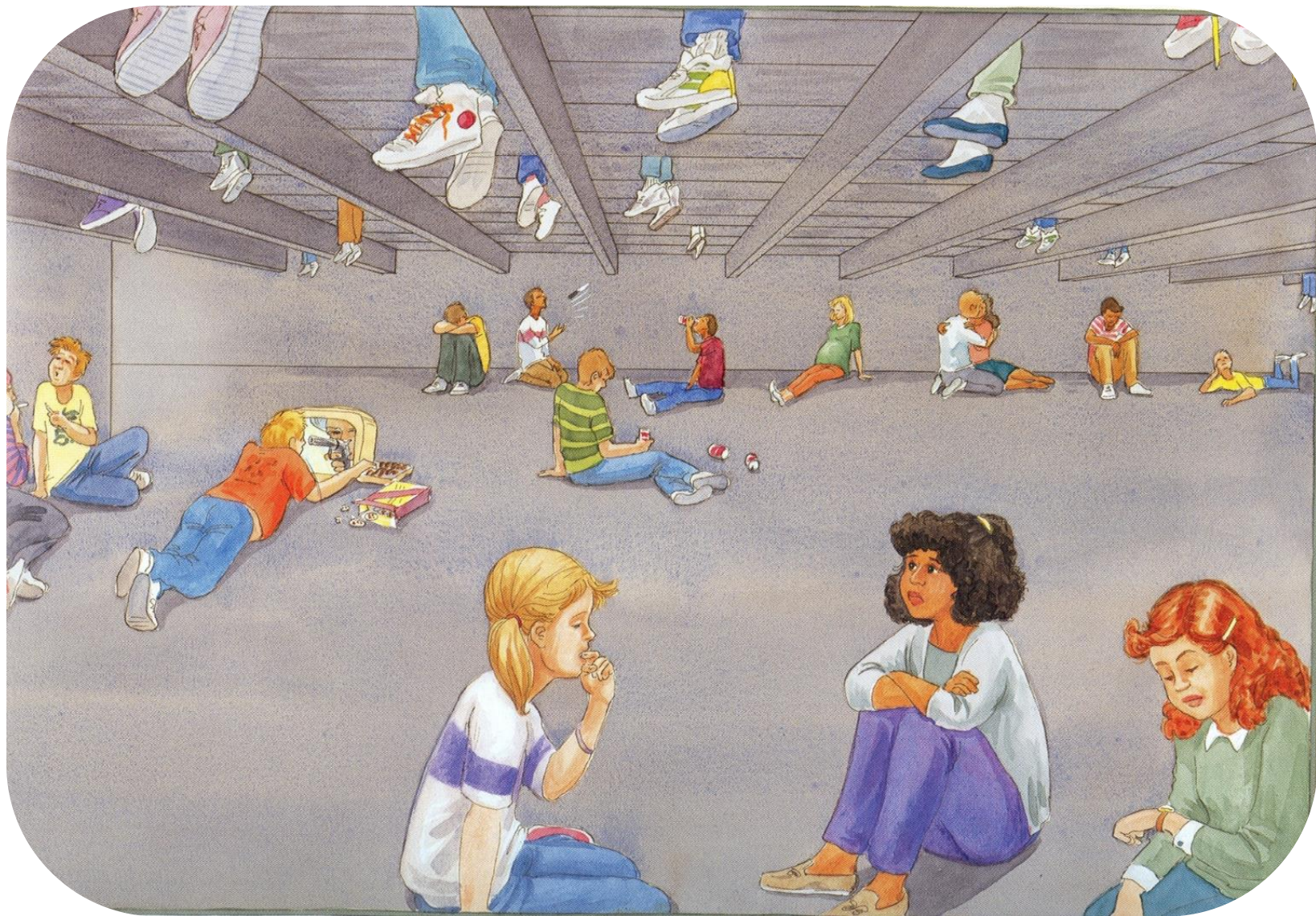
**To most truly teach, one must converse; to truly converse is to teach...few questions are used in responsive, in-flight discussion**

**Tharp and Gallimore**

**“If he (the teacher) only lectures, he will never see the images of his pupils’ minds, projected on the screen of their language.”**

**Tharp and Gallimore**







**“Most of the time, teachers tell or explain...Students rarely turn things around by asking the questions. Nor do teachers often give students a chance to romp with an open-ended question.**

**John Goodlad**

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# Critical Dialogue

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- Tell me:
  - What you know for sure after reading this.
  - What were you thinking while reading this.
  - What you were feeling while reading this.
  - The most important question you have.
  - The most important thing you learned.
  - Did we overlook anything?
  - How does this apply/relate to your own life or experiences?

Lance Gentile





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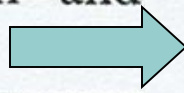
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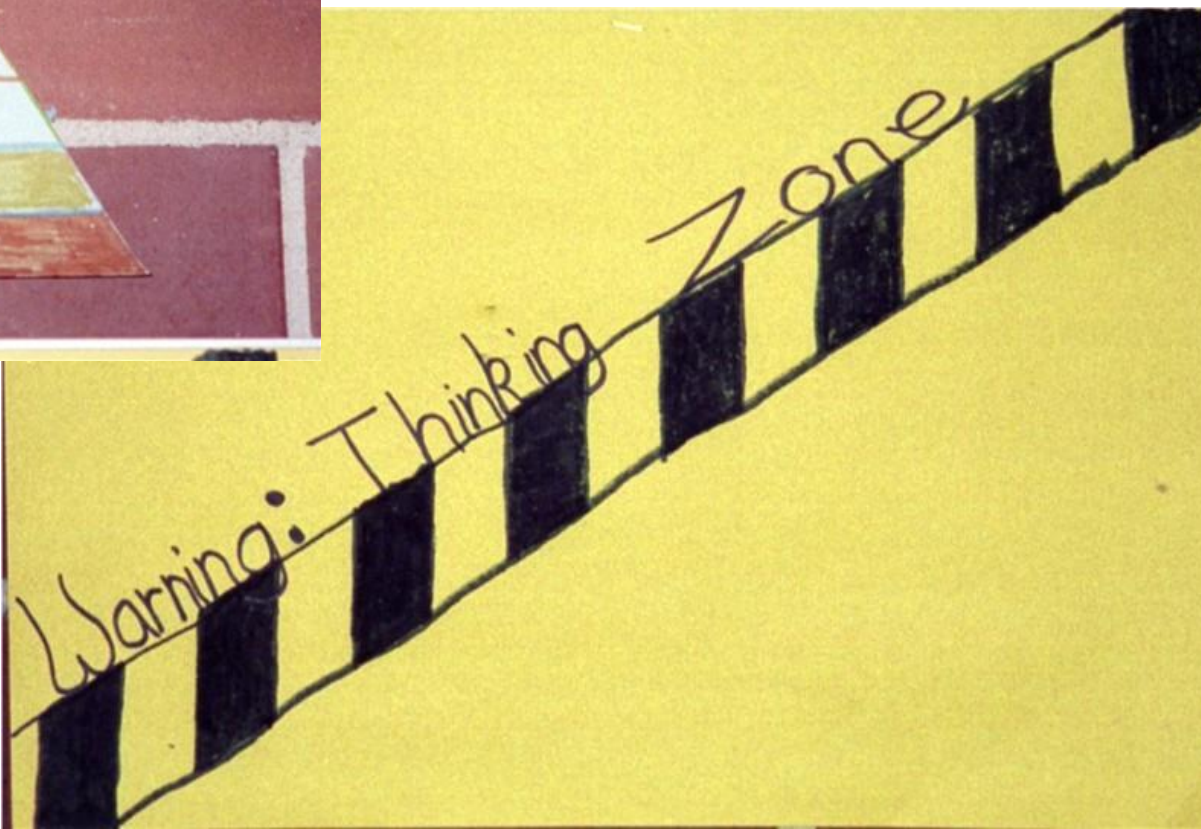
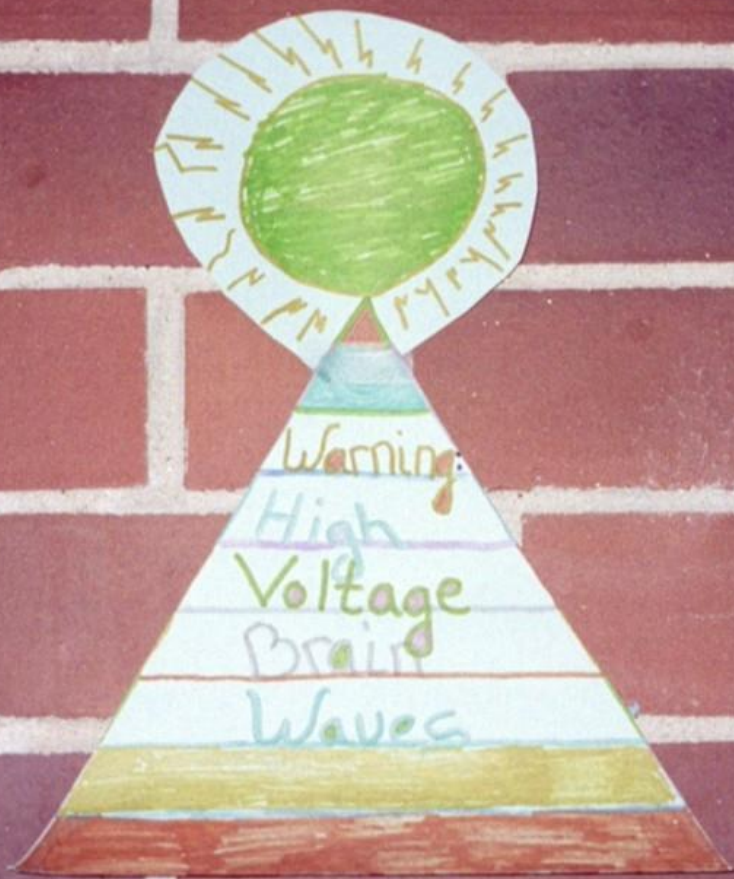
For the weapons of our warfare are not physical, but they are mighty before God for the overthrow and destruction of strongholds, [inasmuch as we] refute arguments and theories and reasonings and every proud and lofty thing that sets itself up against the true knowledge of God; and we lead every thought and purpose away captive into the obedience of Christ, the Messiah, the Anointed One.

**II Corinthians 10:4-5**

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**“Who is doing the thinking?”**





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**Matthew 22:37**