

Questioning to Promote Higher Order Thinking Skills

The Six Types of Socratic

Questions of Questions

By Resilip Owen Wilson Socratic Questioning Clarification:		Newer Views on Learning/Socratic-Questioning
<p>Non-leading questions that play a role in the play <i>Hamlet</i>. Do you think Ophelia's suicide was justified? (This is not specifically stated in the text so reader must make simple inferences to why she committed suicide.)</p>	Factual	Example
<p>Questions that probe reasons or evidence. Why did Ophelia commit suicide? (This is not specifically stated in the text so reader must make simple inferences to why she committed suicide.)</p>	Answers to these questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition - comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known.	Example
<p>Questions about viewpoints and different perspectives. How do you think Ophelia's death was justified? (This is not specifically stated in the text so reader must make simple inferences to why she committed suicide.)</p>	Divergent	Example
<p>Questions that probe similarities and differences between Roman gladiatorial games and modern football?</p>	These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In attempting to answer, students may be combining multiple logical and/or affective thinking processes. Answers are analyzed at multiple levels and from different perspectives for answerer to arrive at newly synthesized information or conclusions.	Example
<p>Questions about the question: How does the question appear to everyday life?</p>		
<p>These are questions that blend any combination of the above.</p>	Combinations	

Bloom's Taxonomy

Levels of Questioning		Question Cues			Examples	
Use the main ideas from the passage and recall of knowledge on story pictures in your mind. Knowledge of the subject matter.	List	Define	Tell	Describe	Identify	
	Show	Label	Collect	Examine	Tabulate	
Draw a picture	Quote	Name	Who	When	Where	
Compare the information before and after a selection of passage of text. Identify the main idea. What is the main idea? Order as group and predict causes. Understanding the main idea. Organizing knowledge into new context.	Explain	Discuss	Compare	Extend	Construct a pictorial timeline which summarizes what happens in the story.	
	Interpret	Predict	Describe	Contrast		
	Outline	Restate	Summarize	Distinguish		
Application, Use the information, the methods, principles, or procedures. What factors would you use to solve problems change if using required skills or knowledge?	Apply	Demonstrate	Calculate	Complete	Transfer the new character to a new setting.	
	Illustrate	Show	Solve	Examine		
Select parts of the text. Separate the funniest, saddest, and happiest parts. Compare and contrast two of the hidden meanings. What evidence can you list for ...?	Modify	Relate	Change	Classify		
	Analyze	Explain	Arrange	Select	Classify ... according to ...	
	Separate	Connect	Divide	Infer		
	Order	Classify	Compare	Debate		
Synthesis. Use the ideas to create new knowledge. Write the lyrics from several generalizations to predict. Draw conclusions. Create new titles for the story.	Combine	Rearrange	Create	What if?	Rewrite	Advertise the story on a poster to make people want to read it.

	Design	Integrate	Substitute	Compose	Prepare	
	Modify	Plan	Invent	Formulate	Generalize	
Evaluation of development of recommendation for ... opinions Phorboliferia would Judge whether or not the based on reasoned character Encour subjectivity & assess value of theories	Assess	Grade	Recommend	Judge	Do you agree with ...?	
	Decide	Test	Convince	Support		
	Rank	Measure	Select	Conclude		