Scaffolding for Difficult Questions

What typically happens when a question is asked and the student does not know the answer?

We want a procedure to use when students don’t know an answer.

The procedure to use is called, “scaffolding the answer.”

Scaffold the answer by narrowing the questions. Move from Evaluative thinking to Convergent or Memory Questions to help the students gain knowledge at a lower level question to get the information needed to answer evaluative type questions.

Four types of questions:

- Memory Questions (who, what, when, where)
- Convergent Thinking Questions (why, how, in what ways)
- Divergent Thinking Questions (imagine, suppose, predict, if/then)
- Evaluative Thinking Questions (defend, judge, justify, what do you think)

Example Question: Why was Blue Cloud secretly smiling when the other girls gathered around her on their horses? (Draw Conclusion)

Scaffold: How did Blue Cloud feel carrying the cradleboard on her pony?

Example Question: Predict what may happen if Blue Cloud decides to take the cradleboard with Little Bear off of her horse and race with the other girls. (Cause and Effect)

Scaffold: Where did Blue Cloud’s mother carry Blue Cloud?

Why did Blue Cloud’s mother carry him on her back?

What may be some of the dangers Blue Cloud’s mother needed to keep him safe from?