



Purpose-Driven Inquiry

Duration: 1-2 Hours | **Overview:** Use the “Purpose-Driven” Inquiry activity to support students’ research or inquiry work.

Steps:

1. Use the “Purpose-Driven Inquiry” anchor chart as an independent classroom resource (great for posting on your classroom bulletin board!)
OR
 2. Distribute copies of the “Purpose-Driven Inquiry” chart.
 3. Read the description of the chart and the examples provided aloud.
 4. Then, assign a content-based resource for students to read, watch, or listen to and ask students to develop 4-6 purpose-driven inquiry questions about the resource using the chart.
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Why this works: Not every student intuitively knows how to ask a strong inquiry question. This chart supports students by helping them clarify what they want to understand and translate that purpose into well-crafted questions that lead them to the knowledge they seek.



Purpose-Driven Inquiry

Purpose-Driven Questioning helps you draft strong inquiry questions by clarifying what you want to understand before worrying about how to phrase a question. Use this chart to name your learning goal, then match it with question stems that will help you ask a clear, meaningful inquiry question.

If you think of other types of information that would be useful for you or your classmates to explore that aren't included here, simply identify what you want to discover/understand and draft question formats that will help you attain that information.

What you're trying to find out	Potential question format
Cause	What actions/events caused ____?
Effect	What were the results of ____?
Motive	Why did ____ do ____?
Connections	How does ____ inform our understanding of ____?
Details to provide explanations	What was the date/location/names of people/things involved? And how does this information explain ____?
Details to provide context for an event within a larger historical topic	What was the date/location/names of people/things involved? And how does this information about ____ affect ____?
Details to support an argument	What was the date/location/names of people/things involved? And how does this information corroborate or combat my thesis?
People/groups' opinions	How did ____ feel about ____? Why did ____ consider ____ positive/negative/ambivalent?
<i>[The information you want]</i>	<i>[The question format]</i>