

QUESTIONS & ANSWERS

SUBSET: QUIZZES

the method of many masters

1. Strengths

Allow students to ask questions—perhaps helping them to attempt to answer their own questions being led from step to step by the teacher [*Socrates & Plato & to some extent, Jesus*].

Move from what is known to what is unknown.

"What I learn by myself, I remember best."

pjm

Socrates called himself a "philosophical midwife" bringing truths from obscurity into the minds of the seekers.

2. Weaknesses

"Wrong" answers are often not handled well.

Mr. Know-It-All weighs in on too many Qs.

In mixed-age children's classes the younger ones take 5 or 6 seconds longer to process the question, and so may not even raise their hands since the older ones already have their hands up.

I use a "Your Turn" system. Each child's name is on cards. One child holds the box of cards and calls out the name of the next child. Every child knows he will have an equal opportunity to answer a question.

Alternate: Q #1 is for 7th & 8th graders, Q#2 for 9th & 10th, Q#3 11th & 12th

3. Tips

Plan all questions.

DON'T REVIEW OFF THE TOP OF YOUR HEAD. Write out your questions for your review.

Expect correct answers.

Sometime count the number of questions Jesus asks in any Gospel.

Never ask a question you don't know the answer to.

Give questions in advance. Try ending the previous week with questions you will use the following week.

Make questions very clear - repeat question

Don't ask "yes" or "no" questions. All answers need a bit of explanation.

Ask the whole class, then choose one person to respond. If there is no response wait 5 seconds and redirect the question.

Acknowledge every contribution Perhaps when a wrong answer is given you can say, "Let's hold judgment on that comment for a bit and see what others have to say."

Restate confusing answers with, "What I believe you said was, 'Blah, blah, . . .blah, bah.' Is that correct?"

"Now we're going to take comments from those who have not spoken yet."

"Why?" is the ultimate question. Use the word "why" often.

Give an overstatement, and exaggeration, or a blatant lie to draw out comments.

Never ridicule an honest question.

"I'm going to give all of you 30 seconds to think about the question I just asked."

Your entire class period may be filled with students' questions, with a rule that answers must only be one succinct sentence long.

For your very hesitant students: out of class make a deal with them and tell them you'll never ask them a question which they can't answer. Their greatest fear is looking bad in front of others. *Probably a tiny bit of pride there. This is your way to help them.*

4. The reason a student's answers may be better than the teacher's.

The fellow-pupil can help more than the master because he knows less. The difficulty we want to explain is one he has recently met. The expert met it so long ago that he has forgotten. He sees the whole subject, by now, in such a different light that he cannot conceive what is really troubling the pupil; [the teacher] sees a dozen other difficulties which ought to be troubling him but aren't.

C.S.Lewis, Reflections on the Psalms

5. Answers

Evidence of incorrect understanding

Force learner to define words

Inform the learner what:

- * he knows
- * he doesn't know
- * he barely knows
- * others know

6. Example from law school

Q. Joe Doakes was lynched. Who did it?

A. A mob.

Q. Mob is but a label. Of what is it composed?

A. Individuals.

Q. Then did not each individual in the mob lynch Joe Doakes?

A. That would seem the case.

Q. Very well. Can any individual gain absolution by committing murder in the name of the label of a mob?

A. I guess not.

Q. Logically, then, you do not believe that you should use force to take my income to feather your own nest. True or false.

A. True.

Q. Is the principle changed if two of you gang up on me?

A. Not at all.

Q. One million? Even a majority?

A. Well, perhaps OK if a majority does it. But isn't that what we call "government"?

Q. Do you mean might makes right?

A. Oh, no.

Q. That is what you just said. Would you care to retract that?

A. To be logical, I must.

Q. You have now agreed that not even 200 million people or any agency thereof—government, labor union, educational institution, business firm, or whatever—have a moral right to feather their nests at the expense of others, that is, to advance their own interests at taxpayers expense you have also admitted that no one gains absolution by acting in the name of a collective. Therefore, is not every member who supports or even condones a wrong collective action just as guilty as if he personally committed the act?

A. I have never thought of it that way before, but now I believe you are right.

More examples

distinguish the ministries of Elijah and Elisha

What are the most often repeated words in such-and-such a paragraph [*parable, story, passage, book, etc.*]

Who had the most piercing argument for Job? Why? Show verses.

What were the greatest differences between the reasons for the Assyrian and Babylonian captivities?

Give 3 examples of Jesus' rebukes: to a believer, to an unbeliever, to a crowd

What context mistake has a JW made when he says, "faith without works is dead."

Put the major problems of the book of Judges in your own words.