

# LITTLE BIG HISTORY – RESEARCH QUESTIONS

## Purpose

For this activity, students will explore the questions they might answer in researching their Little Big History project. This is an important step in the process and will keep students focused on completing the task and working toward completing their Little Big Histories.

## Process

Before letting the students work on this activity, review the characteristics of good research questions with them:

1. A good question supports the possibility of answers from multiple perspectives. In other words, the problem should be framed in a way that would generate a variety of viewpoints with different kinds of support.
2. A good question must be researchable. Don't ask something you can't find an answer to!
3. A good question is not a yes/no question. A good question should require more explanation—there should be a why that helps answer the question.
4. A good question has the appropriate scope—it's not too big or too small for the intended outcome.
5. A good research question should be interesting to the researcher.

Have your students to get into their Little Big History project groups. Tell them that the first thing they should do is to write down some potential research questions on their own. Then they should share and discuss their questions with the other members of their group. Which questions seem like the most interesting to explore? Which questions best fit the criteria for good questions? Each group should then submit a list of their three to five best questions to you. Providing students with feedback about their choices and the quality of their questions will be important before they begin work on the next stage of the project.

# LITTLE BIG HISTORY – RESEARCH QUESTIONS

## Purpose

In this activity, your group will explore the questions you might research for your Little Big History project. Formulating questions is a very important step in any research project; so completing this activity will help you stay on track for completing the project successfully.

## Process

Before getting to work on this activity, your teacher will review the characteristics of good research questions with you:

1. A good question supports the possibility of answers from multiple perspectives. In other words, the problem should be framed in a way that would generate a variety of viewpoints with different kinds of support.
2. A good question must be researchable. Don't ask something you can't find an answer to!
3. A good question is not a yes/no question. A good question should require more explanation—there should be a why that helps answer the question.
4. A good question has the appropriate scope—it's not too big or too small for the intended outcome.
5. A good research question should be interesting to the researcher.

Keep these ideas in mind as you work on your questions.

You will do this activity in your Little Big History project groups. The first thing you need to do is to take a few minutes to write down some potential questions you might research. Once each member of your group has generated a few questions, you should share and discuss these questions with the other members of your group. Which questions seem like the most interesting to explore? Which questions best fit the criteria for good questions? Someone in the group should write down a list of your three to five best questions and submit them to your teacher.

Your teacher will provide you with feedback about your choices and the quality of your questions before you begin to work on the next stage of the project.



# LITTLE BIG HISTORY – RESEARCH QUESTIONS

Name:

Date:

**Directions:** Review the criteria for good research questions with your group, and then compose three to five research questions for your Little Big History.

A good research question:

1. Supports the possibility of answers from multiple perspectives. In other words, the problem should be framed in a way that would generate a variety of viewpoints with different kinds of support.
2. Must be researchable. Don't ask something you can't find an answer to!
3. Is not a yes/no question. A good question should require more explanation—there should be a why that helps answer the question.
4. Has the appropriate scope—it's not too big or too small for the intended outcome.
5. Should be interesting to the researcher.