

## Concept Questions: Introduction

One of the quickest ways to challenge students' thinking is to ask them to grapple with concepts. Concepts are essentially big, fuzzy ideas that explain our world and can be related to different subjects and topics, historical time periods, and geographical places. Students of all ages can benefit from working with concepts. As teachers, we should look for ways to incorporate concepts in our instruction, giving students ample time to look for connections among concepts and to draw insightful conclusions about them. Asking the right questions is, of course, paramount.

In this section, you will find lists of questions that address specific concepts. Not every possible concept is included here, but we hope that the questions provided serve as models for additional questions that might be asked about other concepts.

Many of the questions provided can be applied concretely to students' lives and more globally to the world around them, past and present...and even future! Feel free to change questions depending on what you want your students to apply them to.

Refer to the Introduction for a list of possible ways to implement these questions in your instruction. ***And keep in mind that none of these questions is effective without the use of probing, follow-up questions that require students to explain their thinking and provide adequate and reasonable data to support it. Many times the question "Why?" is implied but not stated.*** You'll find samples of useful probing questions in the Introduction as well.

