MODULE 3, LESSON 1

DEVELOPING DRIVING QUESTIONS
Objectives

In this lesson, we will...

- Define what a driving question is and its place in the PBL experience.
- Look at the characteristics of a driving question.
- Examine some strategies for developing driving questions.
**What is a Driving Question?**

- Presented at the beginning of an inquiry based learning experiences.
- Captures the goal of your lesson or unit
- Frames all project work
- “Focuses all other questions towards a solution or product” (leadingpbl.org)
Characteristics of Quality Driving Questions

- Rigor
- Relevance
- Authenticity
Engages high-level thinking

Open-ended enough to allow for individual investigation

Supports self-directed learning through multiple activities and sources

How can the principle of rhythm be incorporated into a work of visual art?

*Online Tutorial on Repetition, Pattern, and Rhythm
Relevance

- Relevant and meaningful to students
- Simulates a real-world question or problem

How do musicians select repertoire?
Authenticity

- Involves authentic problem-solving
- Consistent with standards
- Lends itself to collaboration and cross-disciplinary work

How can familiar stories be adapted for the stage?
## Non-Examples vs. Examples

<table>
<thead>
<tr>
<th>What is the difference between a poem and a song?</th>
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<tbody>
<tr>
<td>Is Monet’s work an example of Impressionist painting?</td>
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<tr>
<td>Find examples of the two types of drama: tragedy and comedy.</td>
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<tr>
<th>What are some different ways people can express themselves?</th>
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<td>What impression did Impressionism leave?</td>
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<tr>
<td>Create two versions of a known story, one comedy and one tragedy, incorporating various elements of drama to align with each form.</td>
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Getting Started

- Develop your driving question from a real-world problem or scenario.
- Take the standard(s) you want to achieve and frame it in inquiry.
- Use a traditional project or product you’ve completed with students and work backwards to a driving question.
Resources

- New Mexico State University “Developing the Driving Question” Widget
- Buck Institute for Education Rubric
- Driving Questions ePortfolio
### Project Overview

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Once Upon a Time</th>
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<tbody>
<tr>
<td>Duration:</td>
<td>3 weeks</td>
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<tr>
<td>Content Area:</td>
<td>Theatre</td>
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<td>Grade Level:</td>
<td>6th</td>
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<td>Integrated Content:</td>
<td>Literacy</td>
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<td>Teacher:</td>
<td>Mrs. DeFrang</td>
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#### Project Description:

Students will work collaboratively to create a performance based on a familiar children's story. Student groups will adapt a chosen children's story, develop a script, create stage direction, cast, and rehearse the work, and perform their original works.

#### Driving Question(s):

How can familiar stories be adapted for the stage?

#### Content Standards:

- TH.Cr2.6b: Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
- TH.Pr6.1.6a: Adapt a drama, theatre work and present it informally for an audience.
- CC.ELA.RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they watch or listen.
NEXT STEPS...

- **Download** the *Examples of Arts-Based Driving Questions*.
- **Explore** some of the resources listed on slide 10.
- **Complete** the *Developing Driving Questions* section of your Project Design Workbook.