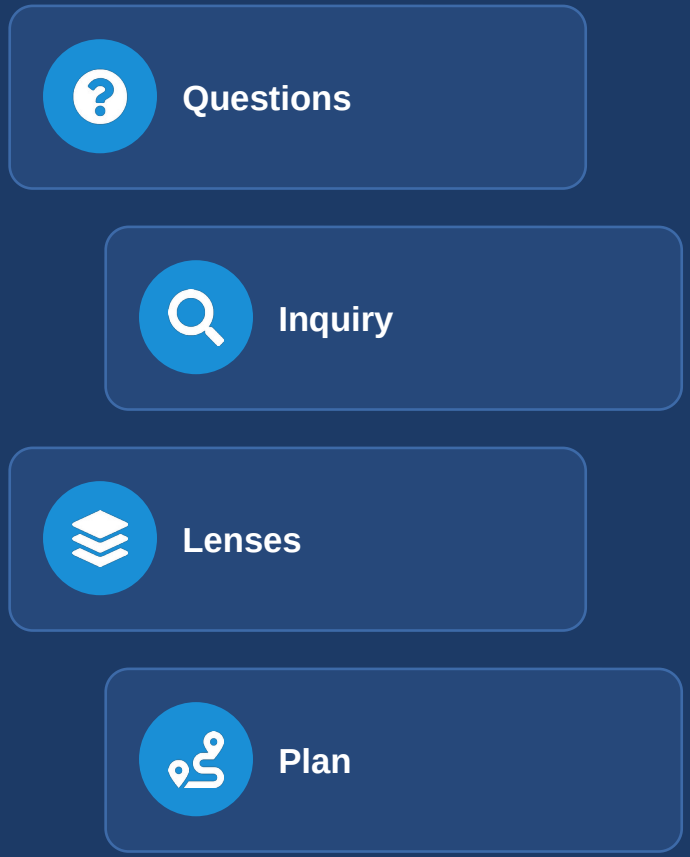
NBE3U Where We Stand, Lesson 7

Asking Better Questions

The inquiry stance and your course question



Today's goals

We are learning…

- To formulate effective inquiry questions.
- To plan research for a purpose and audience.

I can…

- Explain what an inquiry stance is.
- Improve a question so it is specific and open.
- Draft a course inquiry question with sub-questions.
- Plan where to find answers, starting with Indigenous sources.

Today's plan

Time	What we're doing	You will…
0–8 min	**Warm-up**	Write
8–20 min	**Inquiry stance**	Note
20–40 min	**Question ladder**	Sort
40–60 min	**Course question**	Write
60–75 min	**Plan**	Plan

Warm-up



Write one question about Indigenous peoples in Canada that you've never felt able to ask.

Sentence starters

“I've always wondered…”

“I don't understand why…”

“I'm not sure how to ask…”

How it works

- Write privately: 3 minutes.
- Hand in anonymously if you like.



Big idea

An inquiry stance means coming to a topic as a learner: curious, humble and ready to be changed. Good questions are specific, open and honest about what we don't know. This course asks you to carry one question all semester.

The inquiry stance

Curious

Ask because you want to know.

Humble

Notice what you don't know, and whose knowledge it is.

Open to change

Let evidence change your mind.

Careful

Check facts; name sources; respect protocols.

Which question is stronger?

Weaker	Stronger
Are treaties important?	How do the Nations connected to our land describe the promises of their treaty?
Why are there stereotypes?	How have school textbooks represented the Métis, and what has changed?
Is Inuit art cool?	How do Inuit artists today use traditional forms to tell new stories?

Climb the ladder

On page 1:

1. Start with a yes/no question.
2. Make it open.
3. Make it specific.
4. Make it researchable.
5. Make it respectful and honest.

Three lenses



Identity

Who am I, who are we, and who decides?



Relationships

To land, family, Nations and the Crown.



Self-determination

Who makes decisions, and with what power?

A course question, built

Task: Draft a course inquiry question with sub-questions.

Course question: How have First Nations, Métis and Inuit creators used new technology to keep their languages alive, and what difference has it made? Sub-questions: Which languages near us are spoken today, and by how many people? What apps, songs or programs are communities making? What do the creators say about why they do it?

Why it works

Specific and open.

Researchable from creators' own words.

Sub-questions break it down.

Draft your course question

On page 2:

1. Write your course question.
2. Explain why it matters to you.
3. Break it into three sub-questions.
4. Name your audience.

Plan where to look

On page 2:

1. Start with Nations' and creators' own words.
2. Add one government or court source.
3. Add one book, film or song.
4. Note what you'll need to be careful about.

Pair check



Read your partner's question. Is it specific, open, researchable and respectful?

Sentence starters

“Your question is strong because…”

“Could you narrow…?”

“I'd want to know…”

How it works

- Pairs: 4 minutes.

Exit ticket

1. What an inquiry stance means to you.

2. Your course question.

3. Where you'll look first.

Next class: The Names We Carry.

Teacher reveal

Better questions: key points

Inquiry stance: Approach as a learner: curious, humble, open to changing your mind, and aware of whose knowledge you are learning from.

Effective questions: Specific, open (not yes/no), researchable, and respectful.

Ladder: “Why are treaties important?” → “How do the Nations connected to our land describe the promises of their treaty, and how have those promises been kept?”

Themes as lenses: Identity, relationships, and self-determination each open different questions about the same text.

Sources: Start with what Nations, organizations and creators say themselves.