

## How do you write good questions?

**\*This is the criteria for how your questions will be scored.**

- BEFORE each question, **write a sentence** that establishes **context** (What part(s) of the text are you talking about? Or what background information should be considered as your audience thinks about and answers your question?). This first sentence might also be an **integrated quote with context for the quote** (the speaker, setting and situation) **or** reference several scenes from multiple parts of the text.
- Questions should be based on the **IR--1** handout you have been given. You may change the sentence structure and language of the sentence frames. Closely related questions should be combined into ONE. Good questions ...
  - are about ambiguous parts of the text instead of what is already obvious
  - are about diverse topics
  - are not just about plot and character, but about symbols, stylistic devices, the structure of the text, etc.
  - require making inferences & connections between multiple parts of the text.
  - reflect a close reading of the text
  - use academic language
- Avoid questions that are factual (eg. you can look up the answer in the text), based on predictions (what do you think is going to happen next ...), are overly vague or could apply to any text. Examples: How does the imagery convey theme? How does a certain character change?

### ***Night* Sample Questions with Context**

<p>1. <b>Context:</b> The author mentions studying the Kabbalah with Moishe the Beadle at night when he is a boy (3), then later he describes a vivid and horrific memory of being on a train traveling through the night listening to Madame Schächter scream (24); and finally, when he arrives to Birkenau, he describes the flaming pits in the darkness where children and babies are being burned (33).</p> <p><b>Question:</b> What do you think the title means so far given these references?</p>	<p>2. <b>Context:</b> When Elie reflects on his first night at a concentration camp and all the horrific things he saw, he says, “Never shall I forget” (34). How would the meaning of this sentence change if the author had substituted the word “shall” with a similar word like “can” to read “Never can I forget”?</p> <p><b>Question:</b> How do these differences in word choice affect the tone?</p>
<p>3. <b>Context:</b> In one scene, Elie Wiesel describes how the prisoners turned on each other becoming quite violent as they kill each other for food when bread is thrown into the cattle train they are in.</p> <p><b>Question:</b> Why do you think Elie chose to include such a violent scene when it is the Nazis who are monsters?</p>	<p>4. <b>Context:</b> When Elie first arrives in Birkenau, he learns of how Bela Katz, the son of an important man in his town, is chosen for his strength to work in a Kommando in the crematoria and is forced to place his own father’s body into the furnace (35).</p> <p><b>Question:</b> How do you think learning this information affects Elie and his own father’s relationship?</p>