

# Student-led Seminar

## QUESTIONS THAT LEAD TO CRITICAL THINKING

Costa's model of intellectual functioning covers three levels. Level one questions focus on gathering and recalling information; level two, on making sense of gathered information; and level three, on applying and evaluating information. Examples of the types of behaviors that solicit questions using Costa's levels appear below.

Level One: <i>literal</i>	Defining Describing Identifying Listing Naming Observing Reciting Scanning	What is the definition of "euphemism"? (definition)  Which states seceded from the Union to form the Confederacy? (identification)  How does "The Road Not Taken" (Frost) begin? (recitation)
Level Two: ☆ <i>interpretive</i>	Analyzing Comparing Contrasting Grouping Inferring Sequencing Synthesizing	In <i>Native Son</i> (Wright) how does Bigger Thomas' violence against his gang members reveal a deeply-rooted insecurity and fear of people? (analysis) In "The Bet" (Chekov), how do the lawyer and the banker differ in their attitudes toward capital punishment? (contrast)
Level Three: ☆ <i>evaluative</i>	Applying a Principle Evaluating Hypothesizing Imagining Judging Predicting Speculating	Which of the characters in <i>Great Expectations</i> (Dickens) suffered the most? (judgment)  In <i>Catcher in the Rye</i> (Salinger), how might Phoebe, years later, describe Holden to her children? (speculation)

- 1) Write 3 level two and/or level three questions to use in our seminar on the assigned reading.
- 2) You need to write out 2 copies of your questions (one to be turned in @ the beginning of class & one to be used during the seminar.)