
Quiz Show

Overview

Quiz Show is a Quadrant D Moment strategy that guides students in formulating meaningful questions about material they have learned. Just as in those well-known television game shows, “contestants” are asked a series of questions to demonstrate their knowledge. Students are often asked questions in the form of tests or worksheets, or as part of direct instruction. In an effort to raise the level of rigor and relevance, however, Quiz Show has the students create the questions. Students can imagine they are the teacher or, more interestingly, the producer of the quiz show. Using the content knowledge they have acquired, students must create appropriate questions.

Pedagogy Perspective

Quiz Show is an ideal strategy for students with the following learning styles and intelligences.

Sensory Modes	Visual Auditory
Thinking Modes	Concrete-Random Abstract-Random
Multiple Intelligences	Logical/Mathematical

What Makes It High Rigor/Relevance?

When students are asked to create the question, rather than simply recall an answer, they must engage in higher-level analytical thinking. They also must be creative to come up with an original solution in the form of a question. Students must craft a clear and precise question that relates to the subject under consideration if they are to elicit a reasonable answer. This strategy is rigorous because of the higher-level thinking that students must engage in — higher than that required in simply giving an answer. The students who ask the questions have to be prepared to analyze and evaluate the answers to judge whether they are correct or incorrect.

This strategy is also relevant because teaching others is a real-world task. Students must take into consideration the context in which the question will be answered; they must consider the characteristics of the other students or the situation in order to design appropriate questions. All of these complex elements create a real-world environment that is high in relevance.

How to Use It

In direct instruction, students are typically asked to read material, view a video or listen to a teacher presentation. Following this direct instruction, students are often asked questions to determine their acquired knowledge. Direct instruction that follows this pattern is often routine and boring; often only one or two students are called on out of the entire group. Instead of asking students questions, collecting worksheets, or calling on individual students, the teacher can engage every student by challenging them to create their own questions. Give students parameters for these questions, such as the types of questions, the content to be included, and the ways they will be used. Engage the entire class by creating pairs or triads of students who will share their questions. Students can take turns asking each other questions. The value of having a third person in the group is that the third person can act as an arbiter to determine if it is a fair question or a reasonable answer.

This type of learning situation requires students to use their creativity to rise to the challenge of questioning their fellow students. Engaging in Quiz Show and creating questions help to reinforce the students' knowledge and understanding of the content. If they have not acquired the content, they will have great difficulty developing effective questions.

You can create even more engaging and interesting scenarios for students by asking them to role-play a specific Quiz Show game in which they are the game designers or creators. A variation of Quiz Show is creating a Jeopardy game where students create detailed answers and “contestants” respond in the form of a question that demonstrates acquired knowledge. This may become too complex for some students unless they are familiar with the Jeopardy game format. You can create a team quiz bowl competition using the student questions. Students can be

very motivated around competitions and challenges, so use this motivational aspect to engage students to think in complex ways around the content you want them to learn.

Where to Use It

Following are some examples of using this D-moment in different subjects and at different grade levels.

All Grades

- **Game show questions.** Have a small group of students create questions for contestants to answer in a game show style.
- **Content questions.** Have students work in triad groups to ask each other questions on content.
- **Varied difficulty questions.** Have students work in groups to come up with questions about broad topics such as state history. There will be questions about geography, animals, plants, history, and economy. Questions will be similar to Jeopardy. There will be five progressively more difficult questions per category.

Grade Pre-K – 5

- **Partner discussion.** After doing a read-aloud and asking questions related to the text, ask the students to sit with their partners and answer questions. Then ask students to repeat the partners' answers and explain why they agree or disagree.
- **Real life math.** Give students a basic area problem with a diagram. Have students write their original problem from a real life situation where measuring this area or perimeter would be important.

- **Data display.** Have students collect data and display it on a bar graph. Then have students create questions based upon their graph, omitting parts of the data.
- **Pizza fractions.** After a unit on fractions, have students create word problems around a visit to a pizza shop. Students would describe their pizza order, e.g., toppings. Students ask their audience to provide the fractional representation of the pizza using fractions.
- **Author's purpose.** After identifying the author's purpose for a selected reading, the students begin to generate their own paragraphs and have their partners identify the purpose.
- **Math quiz.** Students create a quiz show reflecting the current mathematics topics such as fractions.
- **Rags to riches.** Use the structure of the game Rags to Riches as an assessment. Students create a math question with an answer. Students form groups of three to discuss, change, or clarify questions. The group shall pick two of the best questions to be entered into the game. The teacher will then enter the questions in the game to be played by students.
- **Soft ball catch.** At the end of the day, each student takes turns throwing a soft ball representing a local sports team. When they throw the ball to another student, they get to ask a question of the student who catches it. A correct answer earns one point toward a prize.
- **Third grade challenge.** Follow the format of the television game show *Are You Smarter Than a Fifth Grader?* Have students come up with their own questions and invite upper grade students to come at a certain time during the day. Have all third-grade students prepared to welcome the older students to class by singing *Are You Smarter Than a Third Grader?* The older students will choose a third-grade student

and, in turn, will be asked a question. All third graders have a whiteboard to respond. If the student answers the question correctly, he or she receives a sticker that says, “I’m smarter than a third grader.”

- **Sticky note 20 questions.** A variation of 20 questions is to have the student write a word or phrase on a sticky note related to the topic being studied. Place the note on another student’s back. The student has to guess the word on his or her back by asking others questions that are answered by either yes or no.
- **Local history and culture.** When studying local history and culture, have the students create a Jeopardy quiz show and develop questions at the appropriate level by working in their small groups.
- **Vocabulary act.** When learning vocabulary with kindergarten-age English language learners, have students act out different words while other students guess the word.
- **Grocery ads.** When working in mathematics, give students the grocery section of a newspaper and have them create word problems using information from the newspaper.
- **Cause and effect.** Have students explore cause-and-effect activities. Have students make up their own cause-and-effect activities using a chart. Have them explain why it’s important to understand cause and effect and relate that to understanding literature.
- **Interview questions.** In music, ask students to think of their favorite musician or band; then have them create 10 questions that an interviewer might ask this musician. Ask students to use the Internet and other resources to learn the answers to those questions.

- **Puzzler.** Have students create a mystery puzzler. Students use key concepts and phrases connected to vocabulary words to write a puzzler that others have to solve. Example: I'm wanted by all, can be used in any physical state, and have only two elements. Answer: water.
- **Outburst.** Divide the students into 3 or 4 groups. Using the format of the game "Outburst," have the groups work together to list 10 questions under a given category. The groups then compete against one another to see who can answer the most questions in the other team's category.

Grade 6- 12

- **Complex area problem.** Given a complex area problem in mathematics that includes multiple shapes, have the students suggest multiple ways to solve the problem.
- **Square roots and quadratic equations.** When simplifying square roots, put the answer in simple radical form. Students are asked to come up with their own challenge, solve it, put the answer on another piece of paper, and challenge their partners to see if they can solve it. Use this in factoring quadratic equations. Students are challenged to come up with their own expression, factor it, and see if their partner will be able to do the same. Extend this activity by having students graph the parabola and show the vertex, axis of symmetry, and at least two points that are symmetric over the axis of symmetry.
- **Civil War review.** After a teacher lecture, guided reading activities, worksheets, simulations, and culminating projects, ask students to create questions to be used in a Civil War Jeopardy game. This game could be used as a review for the end of the unit test. Students work in small groups in class and write questions using their social studies books, worksheets, mind maps, and notes collected throughout the unit.

- **Exponents.** Algebra students create a game that practices problems using rules of exponents. They have to provide the rules game board, pieces, problems, and solutions. The winner of the game has to be the one with the most knowledge in exponents.
- **American Revolution.** Students work in groups to formulate questions to give to other groups about the American Revolution. Students use their notebooks and textbook projects as reference tools to answer questions from other groups.
- **Geometric concepts.** In geometry, have each student create at least three questions involving a geometric word or concept covered in class. They could pose their questions as multiple-choice, fill in the blank, true/false, open-ended, etc. Students face off in pairs to answer questions. Students may use visuals as part of their questions.
- **Any topic.** Play the game *20 Questions* and have a student competition where the teacher picks an overall topic or subject. Students are asked to select an answer, and other students ask no more than 20 yes or no questions to focus in on the answer.
- **Career exploration.** When focusing on career exploration and introducing students to careers and career preparation, have students create a Jeopardy-type game show with questions related to each particular career. Students will research a career and create appropriate questions.
- **Language study - verbs.** In world languages, when studying verb conjugation and different tenses, group students into different teams and create a different Quiz Show for each verb tense. Have each team run through the Quiz Show and provide prizes for the winning team.

- **Language study - vocabulary.** To learn vocabulary in world languages, have students design flash cards based upon the content of the lesson to be used for review.
- **Short stories.** In English language arts, after reading a short story, give groups of students question stems and have them create two questions and four answer choices per question. When every group has completed the task, the cards with the questions will rotate through all groups. Each group will answer all the questions; then, as a class, discuss correct answers and justifications.
- **Computer applications.** When students are studying the use of PowerPoint in computer applications, they can create a nonlinear product by creating a branching question-and-answer application. Have students use questions and content from their math, science, social studies, and English classes.
- **Game board geometry.** Have students create a game board to review the concepts in geometry.