Grade: 2nd
Strategy: Questioning
Technique: Teacher Generated Questions
Text Type: Media Literacy

A Different World

Aims of the lesson:

- Encourage deeper critical thinking about the text.
- Foster connections between specific details and overarching themes or ideas.
- Provide a structured, teacher-guided framework to direct understanding and manage the complexity of analysis.
- Develop students' ability to differentiate between:
  - Thin questions: Focused on the text's content, prompting straightforward, close-ended answers.
  - Thick questions: Designed to stimulate deeper thinking, discussions, and complex open-ended responses.

Did you know that until a few years ago, there were no smartphones like the ones we use today?

When people wanted to talk to someone far away, they had to use a landline phone at home. They couldn't take it everywhere like we do now with our mobile phones. And if they wanted to communicate with someone who lived very far away, they had to write a letter and send it by mail.

Back then, people also didn't have the internet. They got information by reading books or newspapers, listening to the radio, or asking other people. To take photos, they used special cameras and had to take them to a store to develop the photos and have them printed.

When they went on vacation or to a new place, there were no GPS to help find the way. They used tourist guides and paper maps to plan their trips. These are just a few of the things that have changed.

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Even though there weren't all the comforts of today, there were also good things. Since there was no internet or smartphones, people had more time to play outdoors, read books, and spend time with family and friends without distractions. It was a different world.

Process phase 1: Planning (Teachers' perspective)

During this stage, the teacher has planned and prepared **questions** aligned with the "Teacher Generated Questions" technique:

Thin questions (e.g.):

- What did people use to talk to someone far away before mobile phones?
- How did people take photos in the past?
- What did people use to find their way before GPS?
- ...

Thick questions (e.g.):

- How do you think life was different before the internet and smartphones?
- What do you think are the advantages of living without modern technology?
- How do you think technology has changed the way families and friends spend time together?
- ...

Materials such as **visual aids** (pictures of old phones, cameras, maps, and newspapers) and a timeline showing technological advancements to help students visualize the differences between the past and present.

Cognitive stage 1: Pre-reading (Students' perspective)

Students are introduced to the topic by discussing questions like:

- Have you ever seen an old phone or camera? What did it look like?
- How do you think people sent messages before mobile phones?
- If you didn't have a smartphone or internet, how would you get information?

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- What do you think people did for fun before video games and social media?

Students make predictions about the text based on the title. Visual aids are used to spark interest and activate prior knowledge.

Process phase 2: Teaching (Teachers' perspective)

The teacher reads the text aloud or guides students in reading it independently. Strategic pauses are made to ask thin questions to ensure understanding (e.g., "How did people develop photos before digital cameras?" or "What did people use to plan their trips before GPS?").

Cognitive Stage 2: During the Reading (Students' Perspective)
Students engage with the text by answering thin questions and **noting key details**. They **discuss in pairs or small groups** when posed thick questions, reflecting on the text themes and making connections to their lives. Students are encouraged to **imagine how they would live in a world without modern technology.**

Process phase 3: Feedback (Teachers' perspective)

The teacher supports students' work by acknowledging their answers and clarifying misconceptions. A guided discussion is facilitated around thick questions to inspire critical thinking.

Cognitive stage 3: Post reading (Students' perspective)

Students reflect on the text's message by **answering questions** like:

- What are some things that people did in the past that we don't do anymore?
- How do you think modern technology has improved our lives?
- What are some things from the past that you would like to try?
- How do you think people stayed connected with family and friends without smartphones?

Students work on a **creative activity: BLACK-OUT**

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Students have to imagine that for one day, they don't have a smartphone or any other device with internet access. In groups, the teacher gives them a series of situations they have to solve without using these items. For example:

- You want to meet up with your friends to play in the park after school.
- You are lost in an unfamiliar place and need to find your way back home.
- You need to know how to spell a word in English for your vocabulary assignment.
- You want to find a cooking recipe to prepare dinner.
- You want to watch a movie or to listen to some music.

Ways of Communication:

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

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