



Lesson Plan

The “6-W” Questions

Note: this lesson plan can be used with any *Natural Inquirer* monograph or article.

Time Needed: 2 class periods

Materials (for each student or group of students):

- *Natural Inquirer* monograph or article
- The 6-W Graphic Organizer
- Blank paper (lined)
- Writing utensil

In this lesson plan, students will read a *Natural Inquirer* monograph or article and write short summary notes from each section. Students will then create “6-W Poems” that reflect their understanding of the article.

Prep

Familiarize yourself with the chosen *Natural Inquirer* monograph or article. Make copies of the 6-W Graphic Organizer, and create a few example poems to guide students during their poem creation.

Day One

Introduce students to the 6-W questions if they are not already familiar. the “6-W questions” provide a formula for investigative reporting, police investigations, and other research. these questions are considered basic during information gathering. Each of the questions is an interrogative question.



The “6-Ws” were memorialized by Rudyard Kipling in his *Just So Stories* (1902), in which a poem accompanying the tale of “The Elephant’s Child” opens with:

I keep six honest serving-men
(t hey taught me all I knew);
t heir names are What and Why and When
And How and Where and Who.

For more information on the 6-W questions, visit:
http://en.wikipedia.org/wiki/Five_Ws.

Give each student a copy of the 6-W Graphic Organizer. As students read the chosen *Natural Inquirer* monograph or article, they should complete the graphic organizer for each section. Students should answer as many questions as possible for each section, but may find that some questions cannot be answered for a section.

The 6-W questions are:

- Who is it about?
- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- HoW did it happen?

Students may also notice that there could be more than one answer to some of the questions. They can include as many answers as they want, or alternatively, they can focus their answers on one area. Do the "Introduction" section as a class if you want to ensure they are on the right track.

Day Two

Students should first review their graphic organizers, and if needed, scan part of the *Natural Inquirer* monograph or article to answer questions or remind themselves of the content.

Introduce the 6-W poem concept to students. If available, share your examples with the students. This is a non-rhyming poetry style that includes the answers to all 6 W questions. To write their poems, students should use the content they have put on the graphic organizers.

- Line 1 - Who or what is the poem about?
- Line 2 - What action is happening?
- Line 3 - When does the action take place?
- Line 4 - Where does the action take place?
- Line 5 - Why does this action happen?
- Line 6 - How does the action take place?

If students have a good grasp of the content, encourage students to be creative their organization of the poem content or try to include rhyming.

After students have written their poems, they can share them with the class. Have other students try to interpret which of the 6-W questions is associated with each line of the poem.

Woolly Bully monograph poem

(example)

Scientists interested in water and trees,
Put meters in trees and streams,
They measure the temperature of water
In western North Carolina
while the trees still alive.
How much will flow in streams
When a tiny insect kills?

The 6-W Graphic Organizer

Name: _____

The Six W Questions

Introduction

Who?	Where?
What?	Why?
When?	How?

Methods

Who?	Where?
What?	Why?
When?	How?

Findings

Who?	Where?
What?	Why?
When?	How?

Discussion

Who?	Where?
What?	Why?
When?	How?