



## ENTRY QUESTIONS vs. ESSENTIAL QUESTIONS

	ENTRY QUESTIONS	ESSENTIAL QUESTIONS
<b>Design</b>	Entry questions should be framed for maximal simplicity, be worded in student-friendly language, have provocation value, and point toward the larger unit and essential questions. The design challenge is to enable essential and unit questions to arise naturally from the entry questions, problems, and activities.	Essential Question(s) would include any question that lies at the heart of a subject or curriculum (as opposed to being either trivial or leading) and promotes inquiry and analysis of a subject. An essential question can be either overarching or topical (unit-specific) in scope.
<b>Feature</b>	Simple, personal, complex, or a combination of these qualities.	Aligned with trail/tribal themes: 1. Traces of the past observed today 2. Encountering indigenous peoples 3. Unity through history 4. What are we going to do in the future?
<b>Role</b>	Open a lesson or unit; usher students into a space where deeply meaningful learning episodes are the norm and not the exception.	Essential questions do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree.
<b>Goal</b>	Entry questions are meant to pique the curiosity of the students, to activate their knowledge base as they take in new concepts and make new and more diverse connections, and to initiate the self-reflexive processes that will be necessary for students to make adjustments and corrections to their current philosophies. Entry questions establish the environment that will facilitate discussion and collaborative inquiry into new and uncharted knowledge. Entry questions often introduce a key idea or understanding in an accessible way. Effective entry questions spark discussion about a common experience, provocative issue, or perplexing problem, as a lead-in to the unit and its essential questions.	As the essential questions have been drafted and their value and impact assessed, curriculum designers have also contemplated how we will know that students have gained the full measure of understanding that was intended. In designing each episode care has been taken to ensure a consistent link between objectives and outcomes.
<b>Expectation</b>	Students engage with this new material by thinking, feeling, talking, handling, and immersing themselves in the ideas. So they will, in a sense, get in and swim around, so that they come into direct contact with the concepts and ideas and emerge from the experience new in some way.	Students would uncover the knowledge hidden below a superficial understanding of basic concepts; also, to see the relationships between what is happening locally to the complexity of regional, national, and global concerns and decision-making through time.

This table draws from pages 34, 36, 37, 60, 61, 63, 64, 139, and 140 of volume 2 of the Honoring Tribal Legacies handbook.  
<https://blogs.uoregon.edu/honoringtriballegacies/handbook/>