Purpose:
This strategy will help students learn how to ask deep questions about books as they read. This will help them with their comprehension, etc, when they are not under the guidance of a teacher. This strategy was developed by Anthony Manzo in 1969. As they alternately read the text, the teacher and the students will take turns asking questions as you go along.

This strategy is designed to help students:
1. Develop their own questions about the text.
3. Develop an inquiring attitude toward reading.
4. Develop independent comprehension techniques.

Directions:
STEP 1: Begin reading on page 38, at the beginning of the second section of Heart of Darkness. Read the first paragraph out loud (either you or a student).

STEP 2: Ask the students to ask you any questions about the text they have just read. (You may want to limit it to three each turn, or whatever you think best.) They will probably just ask factual questions, but answer them, and write your score on the board. (It is a contest, Teacher vs. Students.)

STEP 3: Read the next paragraph in this section.

STEP 4: Ask your own questions about this paragraph, you may ask questions like:
- Why did Kurtz decide to return to the forest?
- Reread: “Each station should be like a beacon on the road towards better things, a centre for trade of course, but also for humanizing, improving, instructing.” (p. 40) Why did the Uncle and his nephew not like this quote of Kurtz’s? (You might also relate it to the KWHL, one of the justifications of imperialism was teaching the natives. So what does this say about these two characters?)
- Also reread: “‘Ah! My boy, trust to this—I say, trust to this.’ I saw him extend his short flipper of an arm for a gesture that took in the forest, the creek, the mud, the river—seemed to beckon with a dishonouring flourish before the sunlit face of the land a treacherous appeal to the lurking death, to the hidden

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evil, to the profound darkness of its heart.” (p. 40) Trust in the wilderness for what? (answer: Kurtz’s death.)

Explain how there are different types of questions. Many of the questions the students asked were probably factual questions. (For example: What did Kurtz do when he had the opportunity to leave the Congo? Answer: go back to his station. (p. 39)) Explain that these are all good questions, but the goal of this game is to stump the teacher, or the other students. So they should use deeper questions. For instance: Why did Kurtz go back to the Congo? This is a question that will require a lot of thinking to answer. There is no answer in the text, so they have to come up with a plausible answer and give support. Other deep questions require you to look carefully at the passage to come up with the answer. (There is an example in STEP 8.) Students can construct these questions by thinking about the questions they ask while they read. If something seems odd, ask why this happened or why he is describing it this way.

Record how many questions the students answered correctly. You should include plausible answers as correct.

STEP 5: Now read the next two paragraphs.

STEP 6: Have the students ask you questions and attempt to stump you.

STEP 7: Read the next paragraph.

STEP 8: You may ask them questions like:
- Why does it seem like they are going back in time?
- How does the forest’s “intentions” affect Marlow?
- Why does Marlow call his actions “monkey tricks”? (p.42)

STEP 9: Read the next two Paragraphs.

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STEP 10: The students ask you questions and try to stump you. Continue keeping track of the score.

STEP 11: Read the next paragraph.
- Why won’t Principles work?
- Why is a “fool” always safe?
- What is Marlow’s attitude towards the Africans? Is Conrad’s attitude the same?

STEP 12: Now that the students understand what is going on, divide the students into small groups, four in a group, and within the group have two against two. They now continue this idea by having a contest between the two pairs. You may want to have them record the questions asked, and the scores they received so you can see that they were working, also, walk by them while they are doing this activity, so you can make sure they are doing what they have been asked.

ASSESSMENT: This strategy is intended to help students learn how to question texts independently. This strategy also helps them develop a purpose for reading and be able to extend their knowledge of certain concepts. You could also use this strategy to find out what the students beliefs and knowledge are about a subject before you approach the material. You could use this to find out what they know about Africa, or Ivory, or a concept like imperialism.