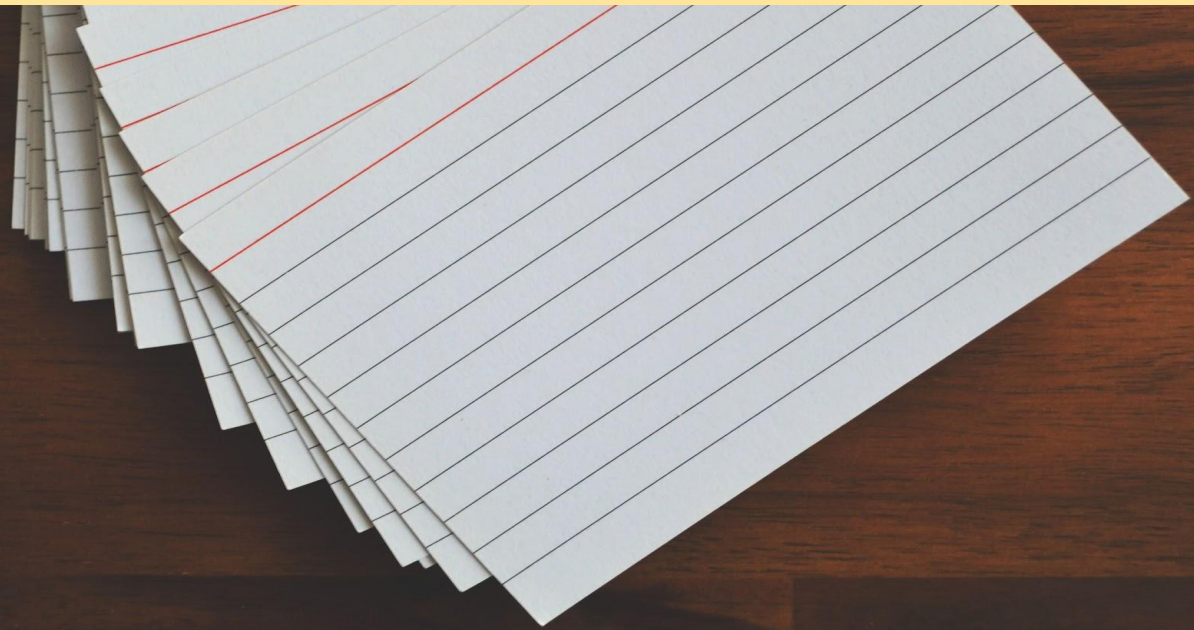



# Writing a Good Research Question



An illustration of a woman with dark curly hair, wearing a pink shirt and blue pants, standing in a library. She is looking thoughtful, with her hand to her chin. To her left are two tall wooden bookshelves filled with colorful books. To her right is a wooden desk with a computer monitor on it. A speech bubble above her head contains the text "I need a good research question!".

I need a good  
research question!

# What is my topic?

A 3D white figure is shown in a thinking pose, with its right hand on its forehead and its left hand pointing towards a large, glowing cyan question mark. The figure is standing on a white surface, and the question mark is positioned to the right of the figure's head and hand.

Begin by brainstorming things that you're interested in learning more about related to the impact of race on place and vice versa.

Consider the topics listed under the Presearch column of our Padlet

In the end, your question is not going to be something that Google can answer.

# Example

Stone mountain...environment, opportunities

my neighborhood, work location, daughter's school

Impact on students' lives??

# Getting to know your topic

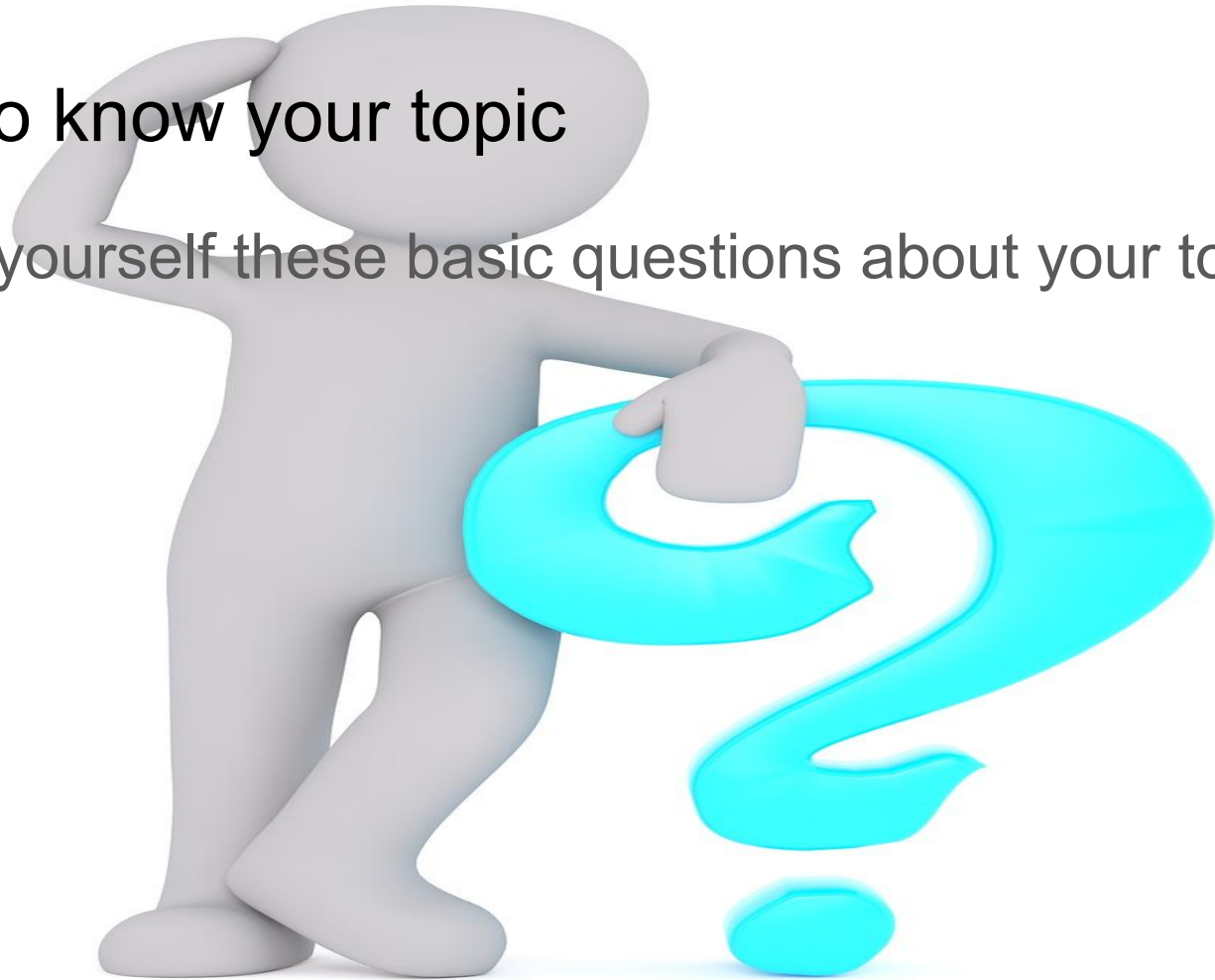
Next, ask yourself these basic questions about your topic:

Who?

What?

When?

Where?



# Example

**Who** is affected by systemic racism in my community?

**What** is the result of this ?

**When** does it begin?

**Where** can I see it?

# Getting to know your topic times two

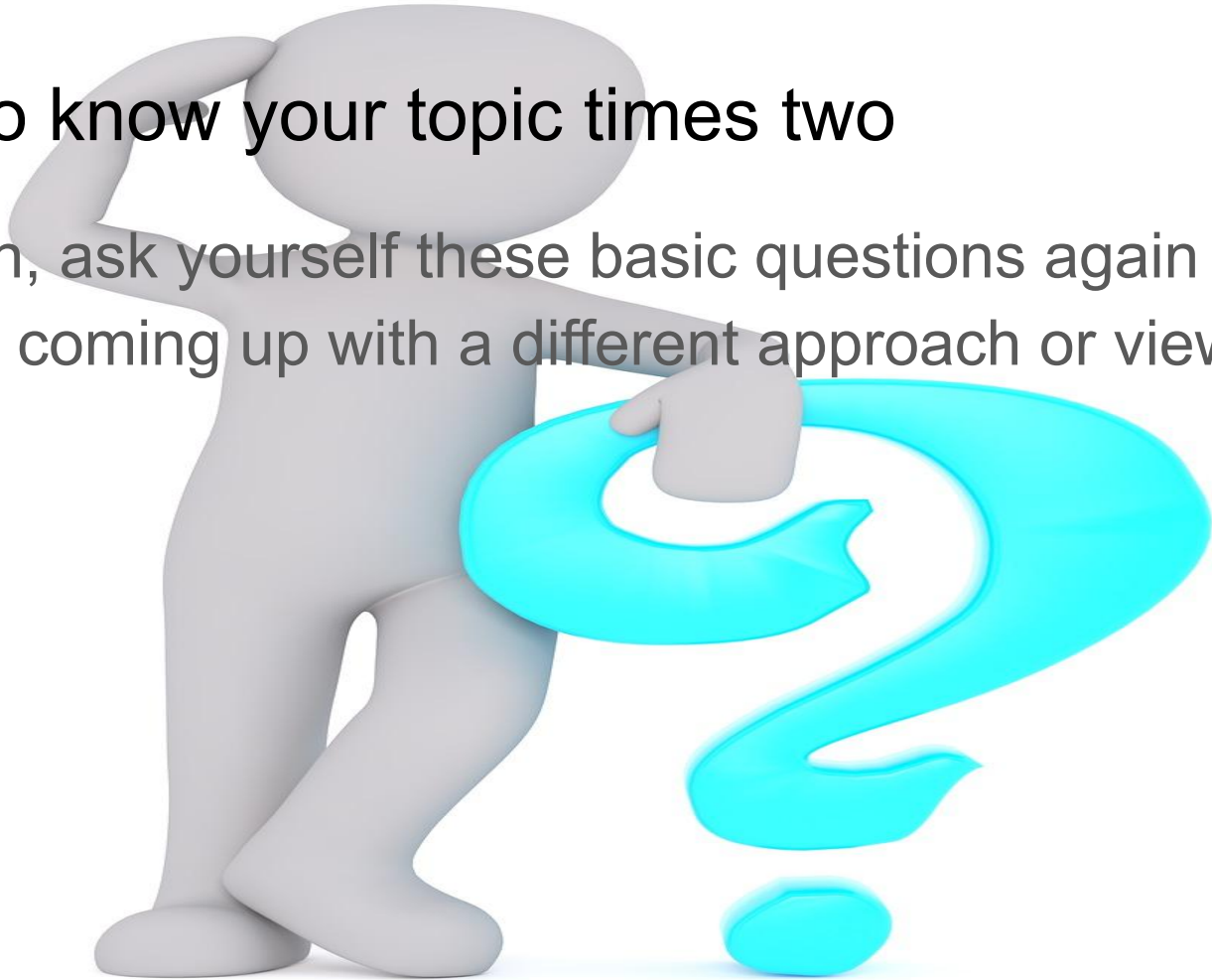
DO it again, ask yourself these basic questions again about your topic, coming up with a different approach or viewpoint:

Who?

What?

When?

Where?



# Example

**Who** is teaching the youth about systemic racism in my community?

**What** is the format and available resources?

**When** does it occur?

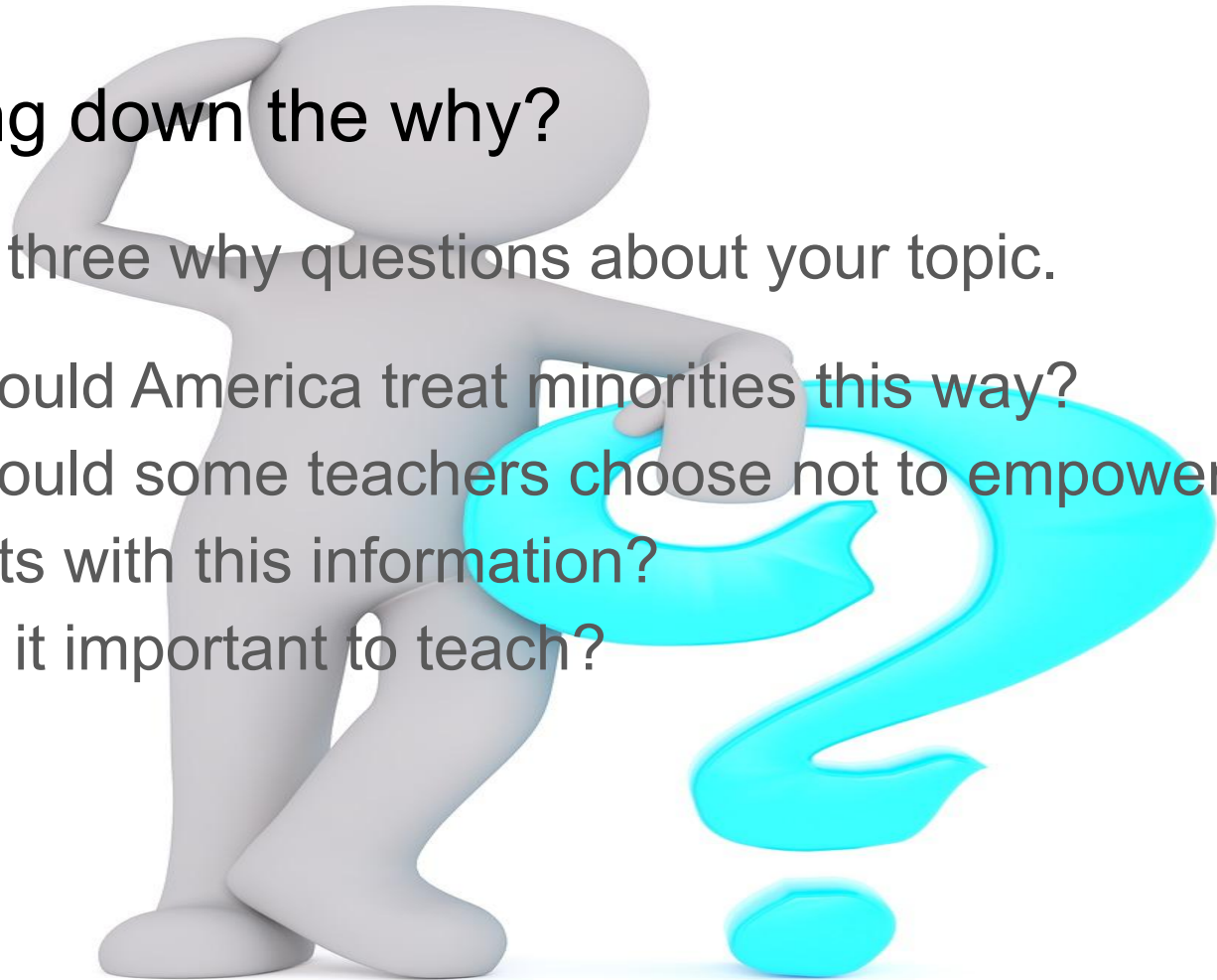
**Where** does it occur?



# Narrowing down the why?

Now write three why questions about your topic.

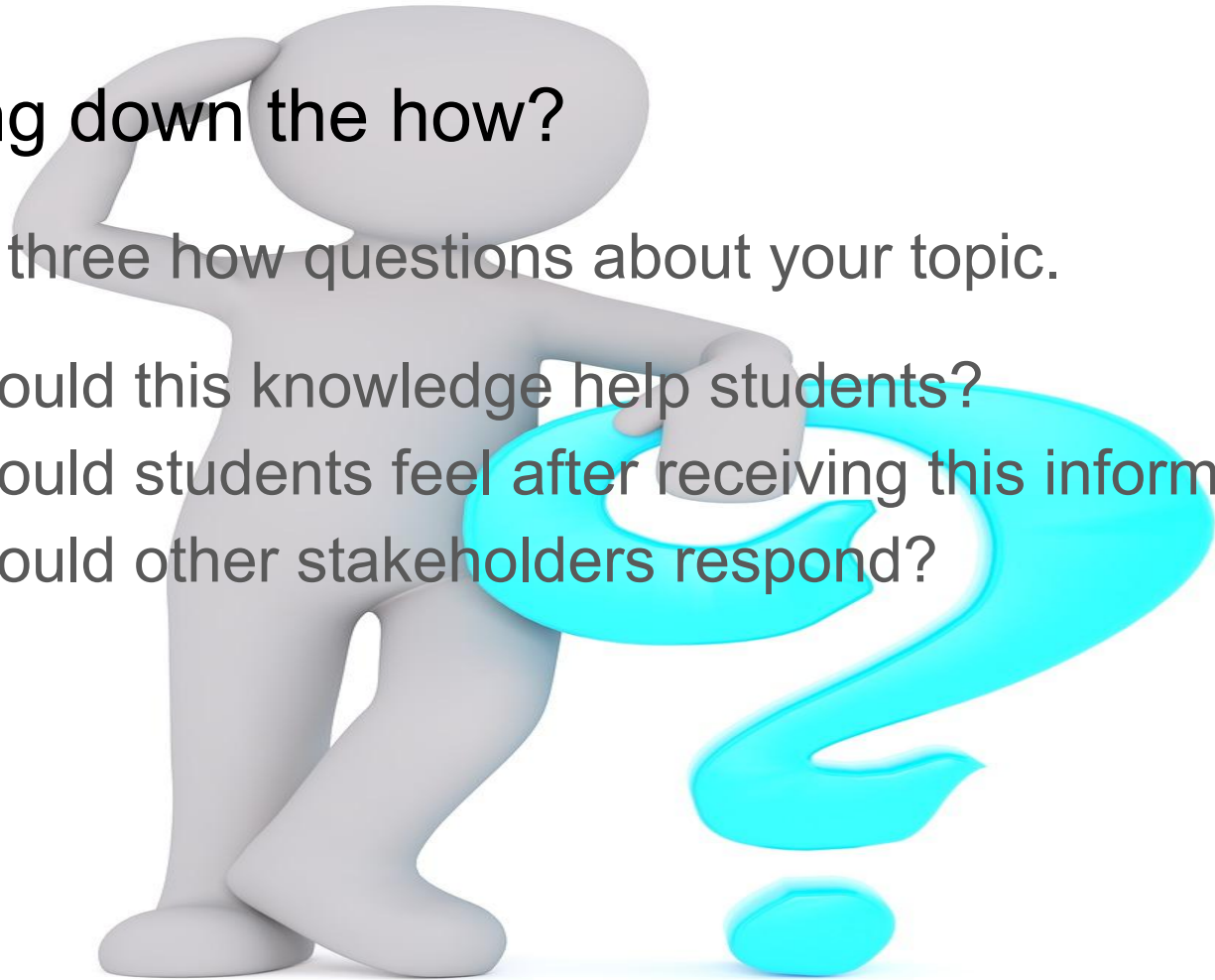
1. Why would America treat minorities this way?
2. Why would some teachers choose not to empower students with this information?
3. Why is it important to teach?



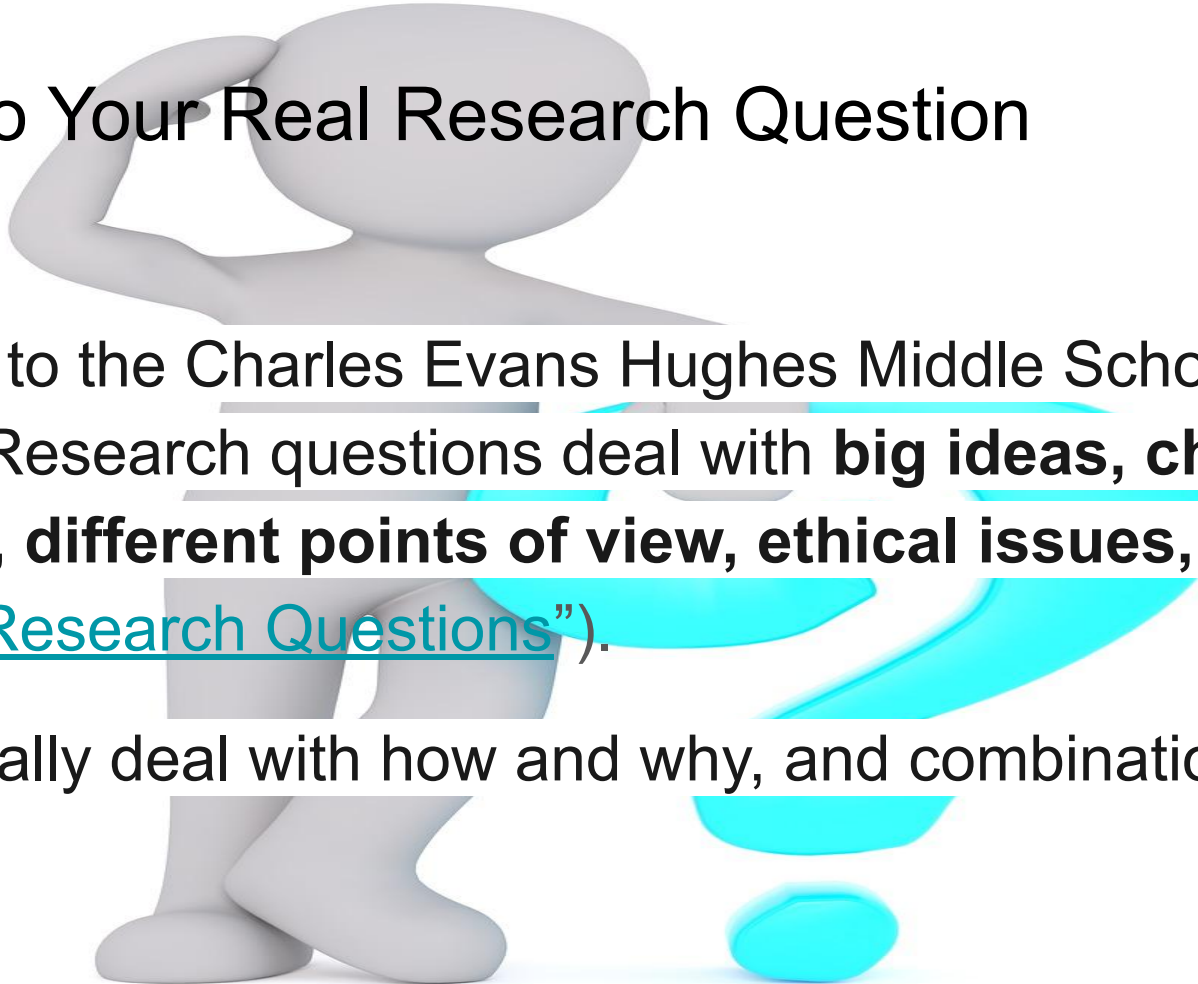
# Narrowing down the how?

Now write three how questions about your topic.

1. How would this knowledge help students?
2. How would students feel after receiving this information?
3. How would other stakeholders respond?



# Getting to Your Real Research Question



According to the Charles Evans Hughes Middle School website, “Research questions deal with **big ideas, changes over time, different points of view, ethical issues, etc**” (“[Writing Research Questions](#)”).

They typically deal with how and why, and combinations of these.

# SO, what do I need to do?



Big changes: The internet, specifically social media and liberal access to information enables more students to be more informed

Ideas: Information can lead to action.

Changes over time: Tic Toc, free research databases, free news

Different points of view: Some teachers teach information about systemic racism, while others don't

Ethical Issues: Hmm...what about those parents who may want to shelter their children?

## Combine Your How and Why Sentences:

Why does the instruction on systemic racism vary and and how can the knowledge of systemic racism benefit students?

