

10.3.2

Lesson 2

Introduction

In this lesson, students learn how to generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in 10.3.1, but in this lesson, they learn how to craft specific inquiry questions for their selected research topics/areas of investigation developed in the 10.3.2 Lesson 1.

In the beginning of the lesson, students engage in a research process check-in during which they review the Student Research Plan Handout, which serves as a guide to the research process and a place to reflect on next steps. Next, students review inquiry questions from 10.3.1 and help generate inquiry questions for their peers' research topics/areas of investigation. Individually, students use a Specific Inquiry Questions Checklist to vet the inquiry questions brainstormed by their peers and finalize a list of at least five specific inquiry questions that guide their research. For the lesson assessment, students select and submit their two strongest questions. For homework, students continue to craft, vet, and refine five additional specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

Standards

Assessed Standard(s)	
RI.9-10.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
<p>Student learning is assessed via the specific inquiry questions they generate during this lesson that guide their research.</p> <p>① The inquiry questions developed depend on students' specific research topics/areas of investigation. Students' two specific inquiry questions are evaluated using the Specific Inquiry Questions Checklist criteria.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Align to the criteria detailed in the Specific Inquiry Questions Checklist. See Model Specific Inquiry Checklist for High Performance Response. <p>① The Specific Inquiry Checklist serves as the assessment for this lesson.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.1.a, W.9-10.7, SL.9-10.1 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Student Research Plan 	<ol style="list-style-type: none"> 5% 10% 5%

4. Inquiry Questions Review	4. 10%
5. Small Group Brainstorm	5. 25%
6. Vetting Specific Inquiry Questions	6. 20%
7. Finalizing Specific Inquiry Questions and Assessment	7. 20%
8. Closing	8. 5%

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Student copies of the Pre-Search Tool (refer to 10.3.1 Lesson 8)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Student Research Plan Handout for each student
- Copies of the Specific Inquiry Questions Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.1.a and W.9-10.7. In this lesson, students learn how to generate specific inquiry questions to frame their research. First, students engage in a research process check-in where they overview the Student Research Plan Handout. Then students work in small groups to help generate inquiry questions for their peers' research topics/areas of investigation. Using the Specific Inquiry Questions Checklist to vet the brainstormed inquiry questions, students finalize a list of at least five specific inquiry questions to guide their research. Students turn in two of these specific inquiry questions for assessment purposes.

- Students look at the agenda.

① Remind students of their work with W.9-10.7 in 10.3.2 Lesson 1.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: RI.9-10.1.a. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard RI.9-10.1.a.

Instruct students to talk in pairs about what they think the standard and substandard mean. Lead a brief discussion about these standards.

💬 Student responses may include:

- Students use factual questions to research a subject
- Students ask questions that help them interpret what they read
- Students ask questions about evaluating what they read and to help them learn more about the topic

Explain that this standard is assessed because as part of today's lesson, students generate and craft a variety of inquiry questions including *factual*, *interpretive*, and *evaluative* questions. As necessary, explain to students that *factual* means "based on or restricted to facts"; *interpretive* means "serving to explain or provide the meaning of"; and *evaluative* means "serving to determine the significance, worth, or quality of."

- ▶ Students write the definitions of *factual*, *interpretive*, and *evaluative* in a vocabulary journal.

Explain that later in the lesson, students craft specific inquiry questions that explore their topics through these types of questions.

- ▶ Students listen.

Activity 2: Homework Accountability

10%

Direct students to take out the Pre-Search Tool from the previous lesson's homework. Instruct students to talk in pairs about two sources they discovered relating to the research topic/area of investigation and explain how the two sources connect to the research topic/area of investigation.

💬 Student responses vary based on individual research questions and research conducted, but may include:

- My area of investigation is cloning. I found one source called "Cloning Stem Cells: What Does it Mean?" from CNN.com. The source said that researchers could clone new embryos from stem cells. Because embryos contain tissue that has not yet differentiated, this could give rise to new cell lines. Another source is from the U.S. government that explains what cloning is and how it works.

- I am researching doctor-patient confidentiality. One of the sources I found gave me a lot of background information, including the fact that doctor-patient privilege is a state law and not all states have it. It seems that doctor-patient confidentiality is important for the mental health argument in gun control laws. The question is whether doctors have to report a patient's mental health status before the patient can get a gun. That took me to another source on Psych Central about doctor-patient confidentiality regarding gun laws.

Activity 3: Student Research Plan

5%

Explain that students track the research process at the beginning of most lessons to ensure they understand the research steps, have no outstanding questions or concerns, and are making progress in their research. Instruct students to take out their Research Portfolios from 10.3.2 Lesson 1.

- ▶ Students listen and take out their Research Portfolios.

Distribute the Student Research Plan Handout to each student. Explain that this plan helps them track their research progress by describing the research process outcomes they should see at each step. Remind students that the research process is iterative, like a flowchart, as the Student Research Plan Handout indicates. There are specific steps that are “completed,” but many steps in the process need to be repeated or revisited because research develops and builds on itself and can lead to different paths that may need to be explored.

- ▶ Students listen and examine the Student Research Plan Handout.

- ① Note that students are asked to reflect on the specific language of the research standards (W.9-10.7 and W.9-10.8) related to the plan's multiple parts, to ensure that they are tracking their own progress in meeting the research standards and implementing the standards' skills during the research process.
- ① Remind students of the definition of the word *iterative* (“involving repetition relating to an operation or procedure”) so they understand the research process is not a linear process, but has parts that may repeat based on answers, evidence, and conclusions discovered along the way.

Instruct students to examine Part 1 of the Student Research Plan Handout. Remind them that some of these research processes were conducted in 10.3.1.

- ▶ Students examine the Student Research Plan Handout.

- ① The research processes addressed in Part 1 of the Student Research Plan Handout are completed in this lesson and students journal about their research progress and next steps in 10.3.2 Lesson 3.

Instruct students to file the Student Research Plan Handout in the front of the Research Portfolio in section 1.

- ▶ Students file their Student Research Plan Handouts.

Activity 4: Inquiry Questions Review

10%

Instruct students to do a Turn-and-Talk to review inquiry questions (taught in 10.3.1) by answering the following question.

What are key components of effective inquiry questions?

🗣 Student responses may include:

- The questions should lead to rich and relevant knowledge and information
- They should be questions you want to answer
- They are questions that can be explored through research
- They should be questions that are clear or easily understood
- The questions should lead to more questions
- They are questions to which you do not already know the answer

① **Differentiation Consideration:** If students need help with this review, instruct them to refer to the Posing Inquiry Questions Handout from 10.3.1 Lesson 3.

① Consider reminding students of the language of standard RI.9-10.1.a discussed in the lesson opening. The inquiry questions they develop should seek answers regarding facts, explanation/understanding, and evaluation. Several inquiry questions should be developed in each of these categories.

① **Differentiation Consideration:** Consider writing notes from the discussion for students to see and apply during the small group brainstorm.

Remind students that they posed inquiry questions in 10.3.1 as an exploratory process to identify general areas of interest and confirm that a topic or area of investigation could be supported through research. The questions were more general in nature. The role and nature of the inquiry questions change now that students have established a research topic/area of investigation. The questions become more specific, serving as the “frame” to guide the exploration of the research topic/area of investigation. Explain to students that the focus of the following activity, the small group brainstorm, is to generate inquiry questions. Students should try to think about specific inquiry questions but the goal of the brainstorm is to generate a large number of questions. Later in the lesson, students vet the questions for specificity.

▶ Students listen.

Remind students that in this module, they are asked to write a research-based argument paper on an issue. They have selected a research topic/area of investigation, but by the end of 10.3.2, they have crafted a problem-based question to explore through research. Ask students the following question:

How might asking inquiry questions about an issue be the same or different from what has been discussed previously in this unit?

🗨️ Student responses may include:

- Inquiry questions about an issue might guide an exploration of the issue's various claims.
- Inquiry questions might identify which parts of the issue have strong claims, supported by evidence, while also helping to identify which parts of the issue may not be useful or debatable.
- Inquiry questions can lead you to perspectives on the issue that you may not have considered.

- ① Remind students of the definition of *issue*. An *issue* is an important aspect of human society for which there are many different opinions about what to think or do. *Issue* was taught in 10.3.1 Lesson 3.
- ① Remind students that they need to identify an issue to research. Compare two possible issues to show which might be a better fit for research-based argument exploration: “why doctors need human tissue for research,” and “whether patients should be paid for excised tissue.” Both of these topics are important aspects of human society. However, “why doctors need human tissue for research” is not an issue because it does not include many different opinions about what to think or do. “Whether patients should be paid for excised tissue” does elicit many different opinions and suggestions about that topic and this can lead to more interesting and exploratory inquiry questions.

Share with students the model research topic/area of investigation from 10.3.2 Lesson 1: tissue ownership.

- ▶ Students listen.

Instruct students to form pairs and Turn-and-Talk about three possible inquiry questions that might frame effective research for the model research topic/area of investigation.

Lead a share out of the possible inquiry questions and write them on the board or chart paper as examples for students to see.

🗨️ Student responses may include:

- Can people sell their own tissues?
- What can happen to tissue once it is removed from the body?
- What are doctors and researchers supposed to do with body parts?
- What is involved in organ donation?
- For what kind of research is human tissue used?

- ① At this point in the lesson, the sample student responses do not need to be ideal inquiry questions. Later in the lesson, students vet questions and refine them into stronger and more specific inquiry questions that yield more than yes/no answers.

Activity 5: Small Group Brainstorm

25%

Inform students they are going to participate in a small group brainstorm to help them generate inquiry questions that explore as many potential aspects of their individual research topic/area of investigation as possible. The goal is for each student to walk away from the brainstorm with a plentiful volume of questions that can later be condensed and refined to frame their specific research topic/area of investigation. Remind students that the questions could be seeking factual answers, explanation, understanding, evaluation, or a combination of some or any of these.

Explain the directions for the small group brainstorm. Each student in the small group presents his or her research topic/area of investigation to the group. The group then generates as many inquiry questions as possible for that student's research topic/area of investigation. The student presenting a research topic/area of investigation records all the questions the group has brainstormed. The process continues until all students have presented their individual research topics/areas of investigation and the rest of the group has brainstormed questions.

- ▶ Students listen.

- ① Consider reminding students that in this lesson, they continue the work of collaborative discussion outlined in SL.9-10.1, taught in previous modules.
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Instruct students to transition into small groups and complete the inquiry question brainstorm for each student in the group.

- 💬 Student questions vary; questions brainstormed depend on the student's individual research questions/problems.

- ① **Differentiation Consideration:** Students learned about crafting and refining inquiry questions in 10.3.1. However, if students struggle during the small group activity to brainstorm effective inquiry questions, consider using the Specific Inquiry Questions Checklist when circulating to support students who are struggling. Recommend that students consider the checklist's criteria when brainstorming possible inquiry questions.
- ① Encourage students to build on and borrow questions from each other as they brainstorm. Many research topics may be related since all of the students generated their areas of investigation from the Skloot text in 10.3.1.
- ① Consider reassuring students that they should not worry about the specificity of the questions right now; for the purpose of the small group brainstorm, students need to help their peers generate as many inquiry questions as possible for their research topics/areas of investigation.
- ① Consider placing students in small groups that should remain consistent throughout the module. It may be helpful to form groups ahead of time to maximize the range of different research topics and questions within each group. (For example, one group might consist of a student researching genetic

predisposition for genetic behavior, a student looking at racial disparities in health outcomes, and a student exploring the issue of research on prisoners and vulnerable populations.) The goal of these groups is to create small communities of inquiry/research teams that provide support and are accountable to each other. Students should know about their teammates' research topics/areas of investigation. Students should share claims and evidence that arise from their individual inquiries and learn from each other's research processes, which they may potentially use to refine their own research topics/areas of investigation and inquiry questions.

Activity 6: Vetting Specific Inquiry Questions

20%

Transition students into a whole-class structure and distribute the Specific Inquiry Questions Checklist to each student. Explain to students that in this part of the lesson they use the Specific Inquiry Questions Checklist to vet, select, and refine at least five specific inquiry questions from the previous small group brainstorm activity.

- ▶ Students listen and examine the Specific Inquiry Questions Checklist.

Model for students how to use the Specific Inquiry Questions Checklist using a question brainstormed in the Inquiry Questions Review Activity (Activity 4).

Instruct students to look at the first question:

Can people sell their own tissues?

Model for students how to evaluate the question using the Specific Inquiry Questions Checklist.

In relation to this question, instruct students to look at criterion number 1: "Does the question have an appropriate scope or purpose? Does it focus on an important aspect of the research topic/area of investigation?" Explain to students that this question does relate to the research topic/area of investigation and focuses on an aspect of the research topic/area of investigation because it goes directly to the heart of the topic: tissue ownership. If people are allowed to sell their tissues, they own their tissues until they sell them, at which point they become someone else's property.

Instruct students to look at criterion number 2 on the Specific Inquiry Questions Checklist: "Is the question useful? Will it lead to meaningful inquiry?" Explain to students that the question is useful, but it may not lead to further inquiry. If the answer is no, for example, the inquiry would end.

Instruct students to look at criterion number 3: "Is the question answerable through research?" Explain to students that this is answerable through research. We could find information about whether or not it is legal in different places to sell our own tissues.

Instruct students to look at criterion number 4: "Is your question understandable or clear?" Explain to students that the question is clear and understandable because it is a simple, straightforward question that requires a factual response.

Instruct students to look at criterion number 5: “Does your question require multiple answers and possibly more questions?” Explain to students that the question requires a yes/no answer and not multiple answers and so it does not fit this criterion.

Instruct students to look at criterion number 6: “Is your question’s answer unknown to you?” Explain to students that the answer is partially known. Some people can sell their tissues to egg and sperm banks; however, it is currently unknown whether other tissues can be sold. Also, some people, like Ted Slavin, could sell their tissues, but some, like John Moore, could not.

Ask students the following question:

How could you rephrase this question to be an inquiry question for which you do not already have the answer?

💬 Student answers may include:

- What kinds of tissues can people sell?
- Where can people sell their tissues?
- What are some ethical issues with selling human tissues?
- What kinds of tissues can people sell while they are still alive?

Point out that the original question could be answered by yes or no. Model for students how to tailor the inquiry question to make it more specific, to focus on an aspect of the model research topic/area of investigation, and to make it require more than a yes/no answer. Explain to students that a way to alter the question is to think about the type of answers they want to get. Beginning a question with the word *can* requires the answer to be yes or no. Changing the beginning of the question can alter the answer they receive: “How do people sell their tissues?” Revising the question in this way also leads to more inquiry.

▶ Students follow along.

Guide students through the Specific Inquiry Questions Checklist to vet the next inquiry question (“What kinds of human tissue are used by researchers?”) by having them check off the appropriate categories on their checklist.

▶ Students independently practice vetting the new inquiry question by using the Specific Inquiry Questions Checklist.

💬 See the Model Specific Inquiry Questions Checklist for possible student responses.

① **Differentiation Consideration:** If students need more support, consider having students practice in pairs vetting another question from the Inquiry Questions Review (Activity 4).

Activity 7: Finalizing Specific Inquiry Questions and Assessment

20%

Instruct students to individually examine their list of inquiry questions generated from the small group brainstorm activity and use the Specific Inquiry Questions Checklist to select, vet, and refine at least five specific inquiry questions for assessment.

- ① This process is appropriate for a lesson assessment because students previously crafted and refined inquiry questions in 10.3.1.

Instruct students to choose two of the richest or strongest specific inquiry questions and copy the questions on a separate sheet of paper.

- ▶ Students complete the inquiry question assessment.

- ① Assess each student's two specific inquiry questions using the language of the Specific Inquiry Questions Checklist to provide feedback.
- ① **Differentiation Consideration:** If students struggle with choosing the richest or strongest specific inquiry questions, instruct them to think about choosing the inquiry questions that might lead to the richest inquiry or multiple sources of information.

Collect each student's two specific inquiry questions.

Instruct students to file their five specific inquiry questions in section 1 of their Research Portfolios ("Defining an Area of Investigation").

- ▶ Students file their questions in their Research Portfolios.
- ① The Specific Inquiry Checklist serves as the assessment for this lesson.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue crafting, vetting, and refining five more specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

- ▶ Students follow along.

Homework

Continue crafting, vetting, and refining five more specific inquiry questions for your research topic/area of investigation using the Specific Inquiry Questions Checklist.

Student Research Plan Handout

Name:		Class:		Date:	
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Research Process	Process Outcomes	Associated Materials	Standards
Part 1: Initiating Inquiry	<ul style="list-style-type: none"> Generates, selects, and refines inquiry questions to explore topics. Develops 2–3 research topics/areas of investigation from the research topic exploration. Develops inquiry questions about areas of investigation. Conducts pre-searches of areas of investigation. Arrives at a research-based topic by vetting areas of investigation. Generates specific inquiry questions for the research topic/area of investigation. 	<ul style="list-style-type: none"> Surfacing Issues Tool Posing Inquiry Questions Handout Exploring a Topic Tool Pre-Search Tool Area Evaluation Checklist Specific Inquiry Questions Checklist 	W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Part 2: Gathering Information	<ul style="list-style-type: none"> Plans for searches by determining key words/phrases and finding credible and relevant sources. Assesses sources for how credible, relevant, and accessible they are. Annotates sources and records notes that help answer the inquiry questions. 	<ul style="list-style-type: none"> Potential Sources Tool Assessing Sources Handout Taking Notes Tool Research Frame Conducting Independent Searches Checklist Evidence-Based Arguments Checklist 	W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8: Gather relevant

	<ul style="list-style-type: none"> Evaluates arguments using an evidence-based arguments checklist. Builds an initial Research Frame with a problem-based question to guide independent searches. Conducts searches independently. 		information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Part 3: Organizing and Synthesizing Inquiry	<ul style="list-style-type: none"> Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths. Further organizes, connects, and synthesizes evidence-based claims about inquiry paths and the problem-based question. Reviews and synthesizes the research to develop a written evidence-based perspective. 	<ul style="list-style-type: none"> Forming Evidence-Based Claims Tool Organizing Evidence-Based Claims Tool Evidence-Based Claims Criteria Checklist Forming Counterclaims Tool Evidence-Based Perspective Rubric 	W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Specific Inquiry Questions Checklist

Name:		Class:		Date:	
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Research Question/Problem (Area of Investigation):

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)					
2. Is the question useful? Will it lead to meaningful inquiry?					

Criteria	Q1	Q2	Q3	Q4	Q5
3. Is the question understandable or clear?					
4. Is the question answerable through research?					
5. Does the question require multiple answers and possibly more questions?					
6. Is your question's answer unknown to you?					

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Model Specific Inquiry Questions Checklist

Name:		Class:		Date:	
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Research Topic/Area of Investigation: tissue ownership

Question #1: Can people sell their tissues?

Question #2: What kinds of human tissue are used by researchers?

Question #3: What can happen to removed human tissue from the body?

Question #4: Is tissue donation related to organ donation?

Question #5: How can stolen tissues affect a family?

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)	Yes, it does relate. It focuses on a key aspect of the issue of tissue ownership.	Yes. I need to answer this question to be able to explain the issues involved in human tissue research.	Yes, this can help me understand what happens to tissue once it is removed from the body.	Yes, tissue donation and organ donation are treated differently, and I want to know why.	The effect of how a relative's body is used after death is not that important to the scope.
2. Is the question useful? Will it lead to meaningful inquiry?	No. If the answer is no, inquiry ends.	This may be useful, but I am not sure it leads to more inquiry. I might just have a list at the end.	Maybe. I think this leads to different cases that describe what happens to tissue when removed during surgery.	Yes, it is useful, but it is a yes/no question, so I have to revise.	This question does not relate directly to tissue ownership, but it may be helpful in understanding the issue.

Criteria	Q1	Q2	Q3	Q4	Q5
3. Is the question answerable through research?	Yes, it can be answered through research.	Yes, it can be answered through research.	Yes, it can be answered through research.	Yes, it can be answered through research.	No, this is harder to research. I might need to revise.
4. Is the question understandable or clear?	Yes, it is understandable and clear because it asks for a factual answer.	Yes, it is understandable and clear because it asks a factual question.	No. I think I need to revise to “What can happen to human tissue once it is removed from the body?”	Yes, it is understandable and clear because it asks for an interpretive or evaluative answer.	Yes, it is understandable because it asks for an evaluative answer, but it may be hard to research.
5. Does the question require multiple answers and possibly more questions?	No, it only has one answer. I need to rephrase it.	Yes, there are likely to be many answers to this question and it leads to questions about ownership within those uses.	Yes, it has many possible answers and leads to more questions about how removed tissue is used.	Yes, this is likely to be a complicated answer with different facets.	Yes, this may have different answers, but it might not lead to more useful questions.
6. Is your question’s answer unknown to you?	It is partially known. I know that some tissues can be sold but I want to know about others.	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer.	No, I know how the stolen tissue affected the family of Henrietta Lacks.

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