

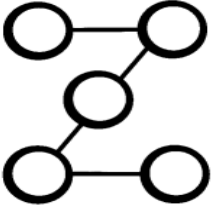
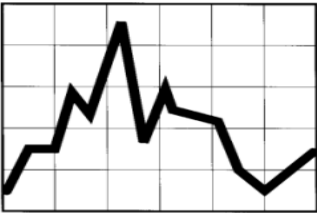
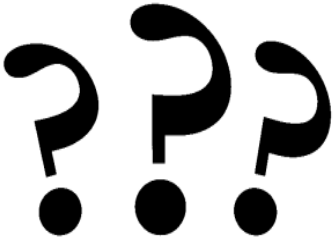
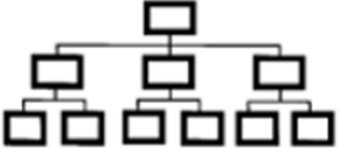
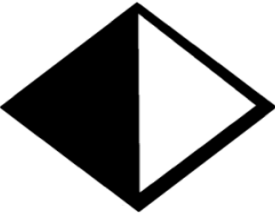




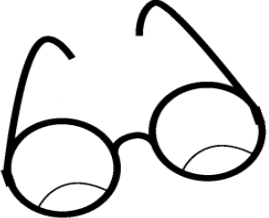

Facilitating the Understanding of DEPTH and COMPLEXITY

Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH and COMPLEXITY.

- 🔗 Key questions can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
- 🔗 The thinking skills can be used to initiate the type of cognitive operation or thinking that could best prompt each of the elements of DEPTH and COMPLEXITY.
- 🔗 The resources listed are the most logical references in which to locate the type of information required by each of the elements of DEPTH and COMPLEXITY. Teachers may add to any of these lists as appropriate.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
 <p>Language of the Discipline</p>	<ul style="list-style-type: none"> • Specialized vocabulary • Tools used by the disciplinarians • Names of skills or tasks particular to people working within the discipline 	<p>What terms or words are specific to the work of the _____? (disciplinarian)</p> <p>What tools does the _____ use? (disciplinarian)</p>	<p>Categorize</p> <p>Identify</p>	<p>text</p> <p>biographies</p>
 <p>Details</p>	<ul style="list-style-type: none"> • Parts • Attributes • Factors • Variables • Characteristics 	<p>What are its attributes?</p> <p>What features characterize this?</p> <p>What specific elements define this?</p> <p>What distinguishes this from other things?</p>	<p>identify traits</p> <p>describe</p> <p>differentiate</p> <p>compare/ contrast</p> <p>prove with evidence</p> <p>observe</p>	<p>pictures</p> <p>diaries or journals</p> <p>poetry</p>
 <p>Patterns</p>	<ul style="list-style-type: none"> • Repetition • Predictability • Recurring events • Cycle • Repeated features 	<p>What are the recurring events?</p> <p>What elements events, ideas are repeated over time?</p> <p>What was the order of events</p> <p>How can we predict what will come next?</p>	<p>determine relevant vs. irrelevant</p> <p>summarize</p> <p>make analogies</p> <p>discriminate between similar and different</p> <p>relate</p>	<p>time lines</p> <p>other chronological lists</p>

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
 <p>Trends</p>	<ul style="list-style-type: none"> • Influences • Forces • Direction • Course of action • Fads 	<p>What ongoing factors have influenced this study?</p> <p>What factors have contributed to this study?</p>	<p>prioritize determine cause and effect predict relate formulate questions hypothesize</p>	<p>journals newspapers graphs charts</p>
 <p>Unanswered Questions</p>	<ul style="list-style-type: none"> • Dilemmas, ambiguities • Unclear ideas • Discrepancies • Yet unknown • Not understood • Lacking in explanation • Incomplete ideas 	<p>What is still not understood about this area/ topic/ study/ discipline?</p> <p>What is yet unknown about this area/ topic/ study/ discipline?</p> <p>In what ways is the information incomplete or lacking in explanation?</p>	<p>recognize fallacies note ambiguity distinguish fact from fiction and opinion formulate questions problem solve identify missing information test assumptions</p>	<p>multiple and varied resources comparative analyses of autobiographical and current nonfiction articles, etc.</p>
 <p>Rules</p>	<ul style="list-style-type: none"> • Structure • Order • Explanation • Organization • Laws 	<p>How is this structured?</p> <p>What are the stated and unstated causes related to the description or explanation of what we are studying?</p>	<p>generalize hypothesize judge credibility</p>	<p>editorials essays laws theories</p>
 <p>Ethics</p>	<ul style="list-style-type: none"> • Different opinions • Judging, bias • Controversial issues • Problems • Morals • Prejudice • Discrimination 	<p>What dilemmas or controversies are involved in this area/ topic/ study/ discipline?</p> <p>What elements can be identified that reflect bias, prejudice, discrimination?</p>	<p>judge with criteria determine bias</p>	<p>editorials essays autobiographies journals</p>

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
 <p>Big Idea</p>	<ul style="list-style-type: none"> • Overarching ideas • Broad idea that can be supported with evidence • Generalization • Universal concept to connect all learning 	<p>What overarching statement best describes what is being studied?</p> <p>What general statement includes what is being studied?</p>	<p>prove with evidence</p> <p>generalize</p> <p>identify the main idea</p>	<p>quotations</p> <p>discipline-related essays</p>
 <p>Relates Over Time</p>	<ul style="list-style-type: none"> • Looking at past, present and future • Relationships within a time period • Applying from the past to the present 	<p>How are the ideas related between the past, present, future?</p> <p>How are these ideas related within or during a particular time period?</p> <p>How has time affected the information?</p> <p>How and why do things change or remain the same?</p>	<p>relates</p> <p>sequence</p> <p>order</p>	<p>time lines</p> <p>text</p> <p>biographies</p> <p>autobiographies</p> <p>historical documents</p>
 <p>Multiple Perspectives</p>	<ul style="list-style-type: none"> • Different points of view • Ways of seeing and reporting things • Opposing viewpoints • Outlooks • Interpretation 	<p>What are the opposing viewpoints?</p> <p>How do different people and characters see this event or situation?</p>	<p>argue</p> <p>determine bias</p> <p>classify</p>	<p>biographies</p> <p>autobiographies</p> <p>mythologies, legends vs. non fiction accounts</p> <p>debates</p>
 <p>Across Disciplines</p>	<ul style="list-style-type: none"> • Connections among disciplines • Touching on many subjects at once • Relationships within the disciplines • Relationships between the disciplines 	<p>How does this study connect across disciplines?</p> <p>How is the relationship between this study and other disciplines evident?</p>	<p>judge</p> <p>draw conclusions</p> <p>interpret</p>	<p>discipline-related essays</p> <p>multiple and varied resources</p> <p>pictures</p>