

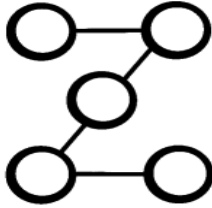
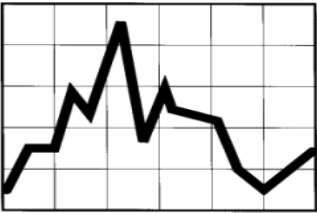
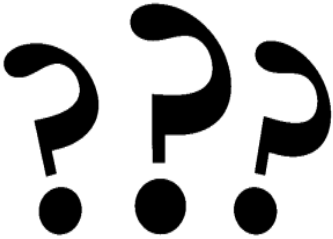
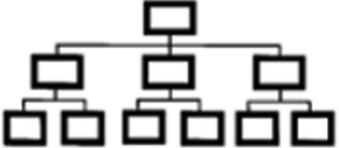
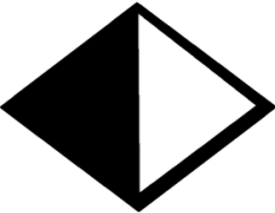




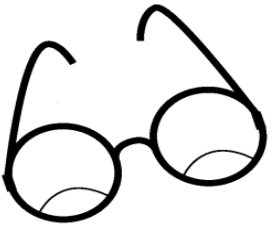

Facilitating the Understanding of DEPTH and COMPLEXITY

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
	<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>
 Details	<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>
 Patterns	<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</p> <p>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</p> <p>determine cause and effect</p> <p>predict</p> <p>relate</p> <p>formulate questions</p> <p>hypothesize</p>	<p>journals</p> <p>newspapers</p> <p>graphs</p> <p>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</p> <p>note ambiguity</p> <p>distinguish fact from fiction and opinion</p> <p>formulate questions</p> <p>problem solve</p> <p>identify missing information</p> <p>test assumptions</p>	<p>multiple and varied resources</p> <p>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</p> <p>hypothesize</p> <p>judge credibility</p>	<p>editorials</p> <p>essays</p> <p>laws</p> <p>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</p> <p>determine bias</p>	<p>editorials</p> <p>essays</p> <p>autobiographies</p> <p>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>