
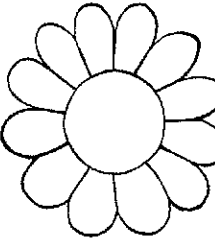
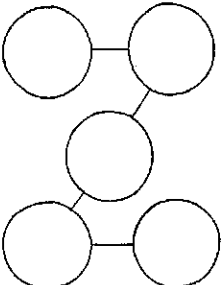

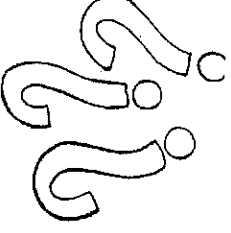
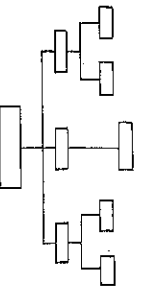


## Facilitating the Understanding of DEPTH and COMPLEXITY

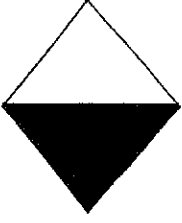
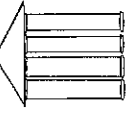
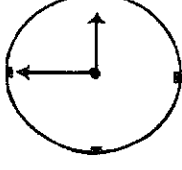

- Note to the teacher:** This chart identifies key questions, thinking skills, and dimensions of DEPTH or COMPLEXITY.
- **Key questions** can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
  - The **thinking skills** can be used to initiate the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

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<p style="text-align: center;"><b>LANGUAGE OF THE DISCIPLINES</b></p>	<p>What terms or words are specific to the work of the _____? (disciplinary)</p> <p>What tools does the _____ use? (disciplinary)</p>	<ul style="list-style-type: none"> <li>• Categorize</li> <li>• Identify</li> </ul>	<p>Texts</p> <p>Biographies</p>
	<p style="text-align: center;"><b>DETAILS</b></p>	<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>	<ul style="list-style-type: none"> <li>• Identify traits</li> <li>• Describe</li> <li>• Differentiate</li> <li>• Compare/contrast</li> <li>• Prove with evidence</li> <li>• Observe</li> </ul>	<p>Pictures</p> <p>Diaries or journals</p> <p>Poetry</p>
	<p style="text-align: center;"><b>PATTERNS</b></p>	<p>What are the reoccurring 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>	<ul style="list-style-type: none"> <li>• Determine relevant vs. irrelevant</li> <li>• Summarize</li> <li>• Make analogies</li> <li>• Discriminate between same and different</li> <li>• Relate</li> </ul>	<p>Time lines</p> <p>Other chronological lists</p>

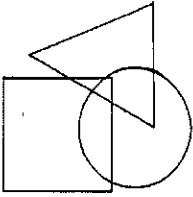
Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<p><b>TRENDS</b></p>	<p>What ongoing factors have influenced this study? What factors have contributed to this study?</p>	<ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Determine cause and effect</li> <li>• Predict</li> <li>• Relate</li> <li>• Formulate questions</li> <li>• Hypothesize</li> </ul>	<p>Journals Newspapers Graphs Charts</p>
	<p><b>UNANSWERED QUESTIONS</b></p>	<p>What is still not understood about this area/topic/study/discipline? What is yet unknown about this area/topic/study/discipline? In what ways is the information incomplete or lacking in explanation?</p>	<ul style="list-style-type: none"> <li>• Recognize fallacies</li> <li>• Note ambiguity</li> <li>• Distinguish fact from fiction and opinion</li> <li>• Formulate questions</li> <li>• Problem solve</li> <li>• Identify missing information</li> <li>• Test assumptions</li> </ul>	<p>Multiple and varied resources Comparative analysis of autobiographical and current nonfiction Articles</p>
	<p><b>RULES</b></p>	<p>How is this structured? What are the stated and unstated causes related to the description or explanation of what we are studying?</p>	<ul style="list-style-type: none"> <li>• Generalize</li> <li>• Hypothesize</li> <li>• Judge credibility</li> </ul>	<p>Editorials Essays Laws Theories</p>

Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<p align="center"><b>ETHICS</b></p>	<p>What dilemmas or controversies are involved in this area/topic/study/discipline?</p> <p>What elements can be identified that reflect bias, prejudice, and discrimination?</p>	<ul style="list-style-type: none"> <li>• Judge with criteria</li> <li>• Determine bias</li> </ul>	<p>Editorials Essays Autobiographies Journals</p>
	<p align="center"><b>BIG IDEAS</b></p>	<p>What overarching statement best describes what is being studied?</p> <p>What general statement includes what is being studied?</p>	<ul style="list-style-type: none"> <li>• Prove with evidence</li> <li>• Generalize</li> <li>• Identify the main idea</li> </ul>	<p>Quotations Discipline-related essays</p>
	<p align="center"><b>OVER TIME</b></p>	<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>	<ul style="list-style-type: none"> <li>• Relate</li> <li>• Sequence</li> <li>• Order</li> </ul>	<p>Time lines Text Biographies Autobiographies Historical documents</p>
	<p align="center"><b>DIFFERENT PERSPECTIVES</b></p>	<p>What are the opposing viewpoints?</p> <p>How do different people and characters see this event or situation?</p>	<ul style="list-style-type: none"> <li>• Argue</li> <li>• Determine bias</li> <li>• Classify</li> </ul>	<p>Biographies Autobiographies Mythologies Legends vs. nonfiction Accounts Debates</p>

Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<p style="text-align: center;"><b>INTERDISCIPLI- NARY RELATIONSHIPS</b></p>	<p>What are common elements among topics from the different disciplines?</p> <p>How does this idea/topic/concept relate to other disciplines?</p> <p>How do topics/ideas from across the disciplines contribute meaning to this idea?</p>	<ul style="list-style-type: none"> <li>• Relate</li> <li>• Compare/contrast</li> <li>• Differentiate</li> <li>• Synthesize</li> <li>• Evaluate</li> </ul>	<p>Original and secondary sources (journals, interviews, magazines)</p> <p>Internet searches</p> <p>Textbooks</p> <p>Encyclopedias</p> <p>Multiple/varied resources</p>

Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.