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.

<table>
<thead>
<tr>
<th>ICONS</th>
<th>PROMPT</th>
<th>KEY QUESTIONS</th>
<th>THINKING SKILLS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| ![Language of the Discipline](lip_image) | - Specialized vocabulary
   - Tools used by the disciplinarians
   - Names of skills or tasks particular to people working within the discipline | What terms or words are specific to the work of the _______________? (disciplinarian)
What tools does the __________ use? (disciplinarian) | Categorize
Identify | text
biographies |
| ![Details](flower_image) | - Parts
- Attributes
- Factors
- Variables
- Characteristics | What are its attributes?
What features characterize this?
What specific elements define this?
What distinguishes this from other things? | identify traits
describe
differentiate
compare/contrast
prove with evidence
observe | pictures
diaries or journals
poetry |
| ![Patterns](patterns_image) | - Repetition
- Predictability
- Recurring events
- Cycle
- Repeated features | What are the recurring events?
What elements events, ideas are repeated over time?
What was the order of events
How can we predict what will come next? | determine relevant vs. irrelevant
summarize
make analogies
discriminate
between similar and different
relate | time lines
other chronological lists |
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| ![Trends](image) Trends | Influences  
Forces  
Direction  
Course of action  
Fads | What ongoing factors have influenced this study?  
What factors have contributed to this study? | prioritize  
determine cause and effect  
predict  
relate  
formulate questions  
hypothesize | journals  
newspapers  
graphs  
charts |
| ![Unanswered Questions](image) Unanswered Questions | Dilemmas, ambiguities  
Unclear ideas  
Discrepancies  
Yet unknown  
Not understood  
Lacking in explanation  
Incomplete ideas | 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? | recognize fallacies  
ote note ambiguity  
distinguish fact from fiction and opinion  
formulate questions  
problem solve  
identify missing information  
test assumptions | multiple and varied resources  
comparative analyses of autobiographical and current nonfiction articles, etc. |
| ![Rules](image) Rules | Structure  
Order  
Explanation  
Organization  
Laws | How is this structured?  
What are the stated and unstated causes related to the description or explanation of what we are studying? | generalize  
hypothesize  
judge credibility | editorials  
theses  
laws  
theories |
| ![Ethics](image) Ethics | Different opinions  
Judging, bias  
Controversial issues  
Problems  
Morals  
Prejudice  
Discrimination | What dilemmas or controversies are involved in this area/ topic/ study/ discipline?  
What elements can be identified that reflect bias, prejudice, discrimination? | judge with criteria  
determine bias | editorials  
theses  
autobiographies  
journals |
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<tbody>
<tr>
<td>Big Idea</td>
<td>Overarching ideas</td>
<td>What overarching statement best describes what is being studied?</td>
<td>prove with evidence</td>
<td>quotations</td>
</tr>
<tr>
<td></td>
<td>Broad idea that can be</td>
<td></td>
<td>generalize</td>
<td>discipline-related essays</td>
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<tr>
<td></td>
<td>supported with evidence</td>
<td></td>
<td>identify the main idea</td>
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<td></td>
<td>Generalization</td>
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<td>Universal concept to</td>
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<td></td>
<td>connect all learning</td>
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<tr>
<td>Past • Future • Present</td>
<td>Looking at past, present and future</td>
<td>How are the ideas related between the past, present, future?</td>
<td>relates</td>
<td>time lines</td>
</tr>
<tr>
<td>Relates Over Time</td>
<td>Relationships within a</td>
<td>How are these ideas related within or during a particular time period?</td>
<td>sequence</td>
<td>text</td>
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<tr>
<td></td>
<td>time period</td>
<td>How has time affected the information?</td>
<td>order</td>
<td>biographies</td>
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<td></td>
<td>Applying from the past to</td>
<td>How and why do things change or remain the same?</td>
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<td>autobiographies</td>
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<td></td>
<td>the present</td>
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<td>historical documents</td>
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<tr>
<td>Multiple</td>
<td>Different points of view</td>
<td>What are the opposing viewpoints?</td>
<td>argue</td>
<td>biographies</td>
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<td>Perspectives</td>
<td>Ways of seeing and</td>
<td></td>
<td>determine bias</td>
<td>autobiographies</td>
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<td></td>
<td>reporting things</td>
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<td>classify</td>
<td>mythologies, legends vs. non fiction accounts</td>
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<td>Opposing viewpoints</td>
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<td>debates</td>
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<td>Outlooks</td>
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<td>Interpretation</td>
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<td>Across</td>
<td>Connections among disciplines</td>
<td>How does this study connect across disciplines?</td>
<td>judge</td>
<td>discipline-related essays</td>
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<tr>
<td>Disciplines</td>
<td>Touching on many subjects at</td>
<td></td>
<td>draw conclusions</td>
<td>multiple and varied resources</td>
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<td>interpret</td>
<td>pictures</td>
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