

THE THINKING GUIDE:

A Depth & Complexity Student Workbook



SOCIAL STUDIES

Students are immersed in Deep & Complex differentiated activities!

COMMUNICATION
INTERPRETATION

COMMUNICATION

SOURCES



CONTEXT



ANALYSIS



POINTS OF VIEW



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SOCIAL STUDIES

The Workbook is a useful tool to support classroom learning. Each page of the workbook incorporates elements of the Depth and Complexity framework in order to facilitate authentic engagement, critical thinking, and open-endedness for students.

The primary objective of the Depth and Complexity framework is to provide students with challenging learning opportunities by applying thinking processes to the study of the core curriculum. The icons of Depth and Complexity and Content Imperative Icons are prompts used to initiate a more advanced and extensive thinking process. Students will be engaged and appropriately challenged as they work through the activities and formulate understanding of subject matter.

The differentiated activities in this workbook are open-ended making the content accessible and appropriate for all levels of learners. All activities blend iconic prompts and critical thinking with grade level content.

This workbook contains 6 differentiated activities for each of the social studies skills as well as a blank note page. It is recommended that students work through each page, completing all of the activities, over the course of a unit or text study. However, this workbook does not need to be completed in any order; the classroom teacher may select activities to support learning of content.



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Thinking Tools: The Icons of Depth and Complexity and the Content Imperatives

| Name | Icon | Definition | “Verb” It is the process of... |
|----------------------------|---|---|--|
| Big Idea | | The generalization, principles, and theories that distinguish themselves from the facts and concepts of the area or discipline under study. | Gathering all the information and details to generalize the main idea. |
| Details | | Specific characteristics that describe a concept, theory, or even a fact. | Identifying the important items in an area of study. |
| Unanswered Questions | | The ambiguities and gaps of information recognized within an area or discipline under study. | Determining what is still unknown or ambiguous while providing room to make a prediction in an area of study. |
| Patterns | | Recurring events represented by details; sequences of order of events. | Examining commonalities that repeat or are easily predictable. |
| Trends | | Refers to factors that influence events; political, social, economic, or religious factors that influence / create a pattern. | Analyzing commonalities of human influence that repeat or are easily predictable in an area of study. |
| Ethics | | The controversial issues that plague an area of study; moral values involved; biases that exist. | Judging the degree of right or wrong, good or bad; all depend on the perspective. |
| Rules | | The natural or person-made structure or order of things that explains the subject in study. | Looking for structure and / or order in an area of study. |
| Language of the Discipline | | The specific specialized and technological terms associated with a specific area of study. | Analyzing, identifying, and interpreting the content-specific vocabulary. |
| Over Time | | The understanding of time as an agent of change and recognition that the passage of time changes our knowledge of things. | Examining how time affects or changes a concept or area of study. |
| Across Disciplines | | Connections made within, between, and among various areas of study or disciplines. | Examining one curricular area and then finding similarities and connections to other curricular areas. |
| Multiple Perspectives | | The concept that different points of view alter the way ideas and objects are viewed and valued. | Examining or analyzing the different points of view (including thoughts, emotions, values, motives, etc.) in an area of study. |
| Origin |  | The beginnings, roots, foundations, or causes. | Understanding, determining, and exploring the emergence of a topic. |
| Contribution |  | The lasting effects; the results or product; the influence of a topic, event, or person. | Determining the effects or results of a particular event, action, and / or aspect. |
| Convergence |  | Events, items that merged or happened concurrently in order for a particular result to occur. | Examining all of the aspects, details, and factors that come together in order for something to occur or exist. |
| Parallel |  | The similarities, events, people, problems, principles, that compare or correspond; compare or correspond events, people, problems, and principles. | Analyzing the commonalities and differences between two or more aspects. |
| Paradox |  | Contradictions regarding opinion, statement, events, situation, or area of study; opposites. | Examining the simultaneous duality between two concepts or two aspects. |

CONTEXT

Students need to understand how individuals, issues, and events shape history. The “CONTEXT” activities provide multiple opportunities for students to build their understanding of important concepts in relation to the context of the time period.

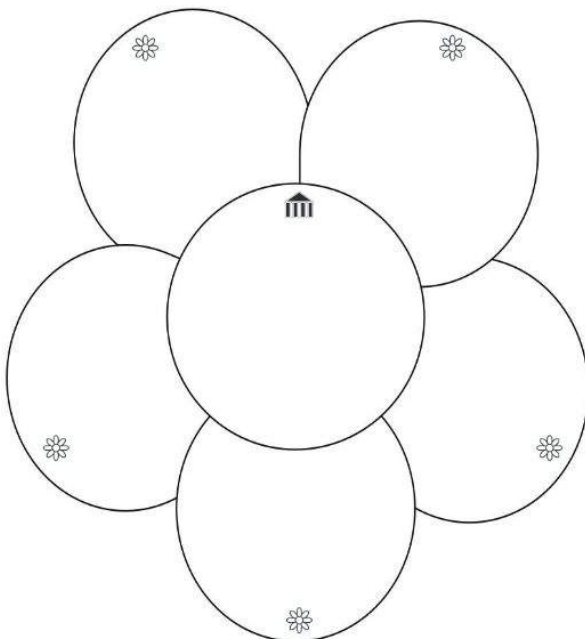
Example Activities:

The “CONTEXT: *Discovering Details*” activity allows students to analyze the details of the topic. Students may be given the Big Idea and then find evidence to support it (as the directions suggest) OR they can complete the petals first and then create a Big Idea statement.

Workbook

CONTEXT: *Discovering Details* Date: _____

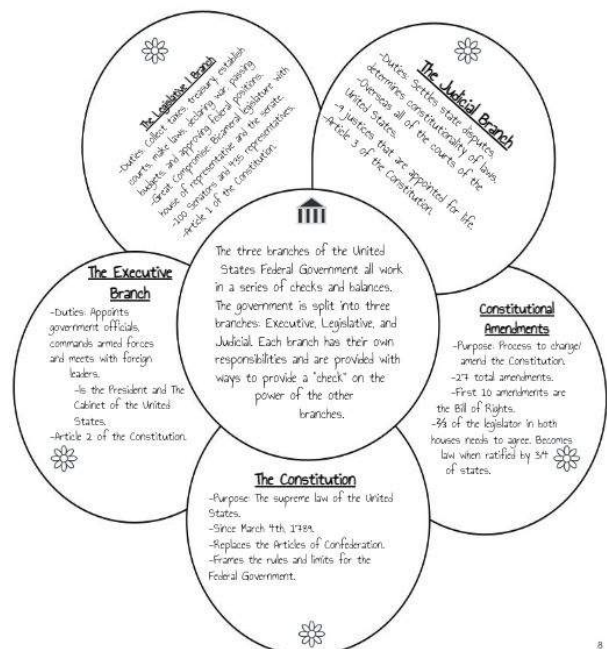
Directions: As you actively explore and investigate this topic, explain the  of the topic by find important  and evidence.



Student Sample Work

CONTEXT: *Discovering Details* Date: _____

Directions: As you actively explore and investigate this topic, explain the  of the topic by find important  and evidence.



SOURCES

Students need to apply critical thinking skills to analyze and use information from a variety of sources. The “SOURCES” activities provide multiple opportunities for students to use valid primary and secondary sources to acquire information and understanding about a social studies issue or historical event.

Example Activities:







The “SOURCES: *Synthesizing Information*” activity allows students to analyze a primary source in depth.

Workbook

SOURCES: *Synthesizing Information* Date: _____

Directions: Use the icons, prompts, and questions in the table below to dig deeper into the topic.

TOPIC: _____







| | |
|--|---|
| What is the  of the topic? | What is unknown or unclear about this topic? What further  do you have after exploring this topic? |
| What are the main details, feelings, and beliefs of this topic?    | How does this source fit into the time period of study?  |

Student Sample Work

SOURCES: *Synthesizing Information* Date: _____

Directions: Use the icons, prompts, and questions in the table below to dig deeper into the topic.

TOPIC: Adoption of the Declaration of Independence

| | |
|--|---|
| What is the  of the topic? | What is unknown or unclear about this topic? What further do you  after exploring this topic? |
| The Declaration of Independence establishes the ideals of a nation and protections to the many grievances listed would later be included in the Constitution and Bill of Rights. | <ul style="list-style-type: none"> • How can this document preach ideals of equality and freedom but leave other groups? • Why does this document not mention of women and their equal rights? • Is there another way to avoid war or was this the only option? • Why is this one of the most important documents in United States History? |
| What are the main details, feelings, and beliefs of this topic?    | How does this source fit into the time period of study?  |
| <ul style="list-style-type: none"> • Laws of nature/ unalienable rights • Life, liberty, and the pursuit of happiness • All men are created equal • The Declaration of Independence is an important document that was written to announce the Thirteen Colonies as independent from Great Britain. • List of grievances that justify independence • Several attempts by the continental congress to plead resolve the situation peacefully. • Continental congress meets and continually debates until an agreement is reached in early July. • The pleas by the congress are continually ignored until they reach the conclusion that independence is the only option left. | The document is two parts that contain the ideals of a nation and a list of grievances caused by the King George II. The ideals and notions of this document declare independence and the American Revolution. This document's ideas would permeate all areas of the future United States and be a major part of the Constitution that is written after the American Revolution. |

ANALYSIS

Students need to have opportunities to make detailed examination of social studies issues and historical events. The “ANALYSIS” activities provide multiple opportunities for students to investigate something in detail in order to have a deeper, more complex understanding.

Example Activities:

The “ANALYSIS: Proving the Big Idea” activity allows students to explore and investigate an event and then develop a summarizing big idea based on information gathered.

Workbook

ANALYSIS: Proving the Big Idea Date: _____

Directions: As you actively explore and investigate this topic/text, record important details and notes in the columns. Explain the _____ of the topic/text by detailing the evidence and information.

TOPIC: _____

| | | |
|---|---|---|
| ✿ | ✿ | ✿ |
|---|---|---|

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Student Sample Work

ANALYSIS: Proving the Big Idea Date: _____

Directions: As you actively explore and investigate this topic/text, record important details and notes in the columns. Explain the _____ of the topic/text by detailing the evidence and information.

TOPIC: Reasons For European Exploration

| | | |
|--|--|---|
| ✿ ENGLISH <u>Motivations:</u> Different groups wanted money and opportunity to find new land to escape revolution, and/or escape religious persecution back in England. <u>Social:</u> Different types of colonies based on groups and places of settlement. Larger settlements with bigger populations. <u>Religion:</u> Varying beliefs of Christianity and many moved to practice religion freely without persecution back in England. | ✿ SPANISH <u>Motivations:</u> Want to find a trade route to Asia. First to set out and explore. <u>Economic:</u> Take raw goods like silver, gold and cash crops. <u>Religion:</u> Mission systems, and other systems to convert Native American populations to Catholicism. <u>Social:</u> Class system developed in the colonies based on where you were born and blood relationships. | ✿ FRENCH <u>Motivations:</u> Want to find trade routes to Asia. Want access to the goods in North America. <u>Economic:</u> Access to beaver pelts and emphasis on trade. <u>Social:</u> Less major movement and not a large amount of population moving from France. Establish more trade settlements and outposts rather than large settlements. |
|--|--|---|

The main converging factors that caused European settlement and exploration all have to do with social trends, different types of religious beliefs and social norms, and motivation of land and opportunities to make money and claim lands.

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POINTS OF VIEW

Students need to apply critical thinking skills to identify and explore points of view around a historical event. The “POINTS OF VIEW” activities provide multiple opportunities for students to build their understanding of important social studies issues or events by analyzing different points of view and context.

Example Activities:

The “POINTS OF VIEW: Analysis” activity allows students to express and explore a point of view on an issue or historical event.

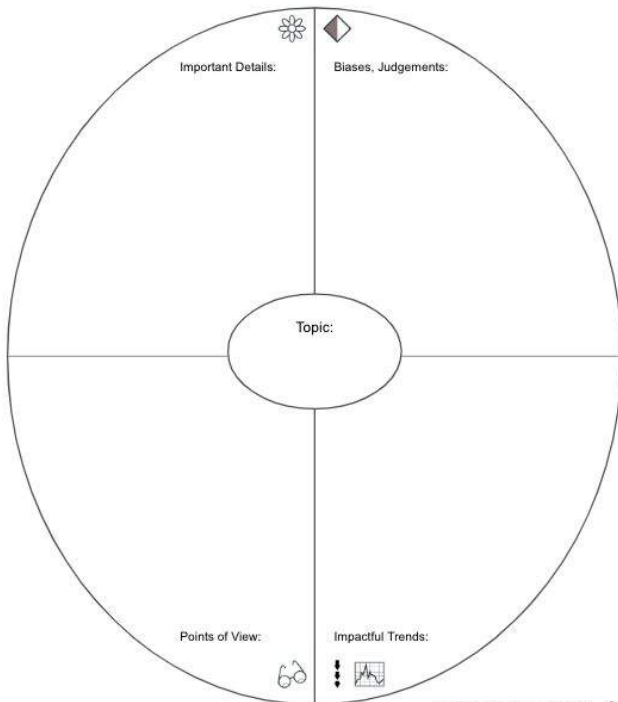
Workbook

Student Sample Work

POINTS OF VIEW: Analysis

Date: _____

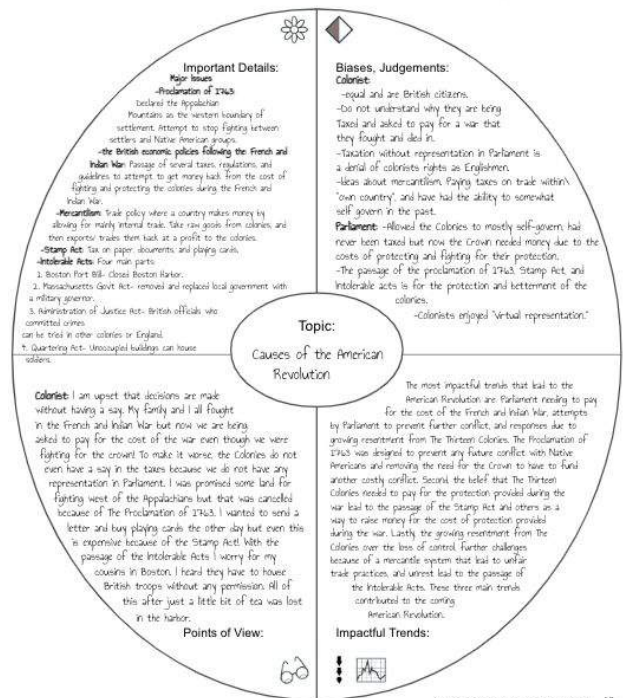
Directions: Write the topic in the center of the circle. Identify and support with evidence important details, biases, points of view, and impactful trends of this area of study.



POINTS OF VIEW: Analysis

Date: _____

Directions: Write the topic in the center of the circle. Identify and support with evidence important details, biases, points of view, and impactful trends of this area of study.



COMMUNICATION




Students need opportunities to synthesize information and then communicate that information in an authentic manner. The “**COMMUNICATION**” activities provide multiple opportunities for students to share their understand through writing and/or illustrations. Example Activities:

The “**COMMUNICATION: Poster**” activity allows students demonstrate their understanding through visual representation.

Workbook

COMMUNICATION: Poster Planner Date: _____

Directions: Use the icons and questions below to help you plan your poster design on page 42 to demonstrate your understanding of this topic.

| | |
|--|--|
|  | What is the goal of your poster? What is the topic? |
|  | What do you need to include in your poster? How will your poster be organized? |
|  | What important information will be included on your poster? |
| Rough draft outline for your poster: | |

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COMMUNICATION: Poster Date: _____

Directions: Use the planner on page 41 to design your poster below.




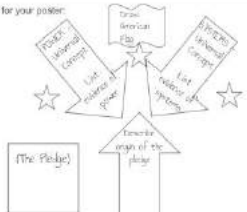
TOPIC: _____

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Student Sample Work

COMMUNICATION: Poster Planner Date: _____

Directions: Use the icons and questions below to help you plan your poster design on page 42 to demonstrate your understanding of this topic.

| | |
|---|--|
|  | What is the goal of your poster? What is the topic? |
| My topic's goal is to show how the "Pledge of Allegiance" is a result of multiple converging elements. | |
|  | What do you need to include in your poster? How will your poster be organized? |
| The poster needs to include language, at least one icon, and at least one universal concept. It needs to be colorful and fill the whole page. | |
|  | What important information will be included on your poster? |
| <ul style="list-style-type: none"> • Francis Bellamy wrote the "Pledge of Allegiance" • Origin of the "Pledge of Allegiance" and why he wrote it • It's a poem written for children • Freedom means "liberty and justice for all" • There are rules and routines, such as face the flag and place your right hand over your heart, when reciting the pledge. | |
| Rough draft outline for your poster: | |
|  | |

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COMMUNICATION: Poster Date: _____

Directions: Use the planner on page 41 to design your poster below.

TOPIC: Pledge of Allegiance

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