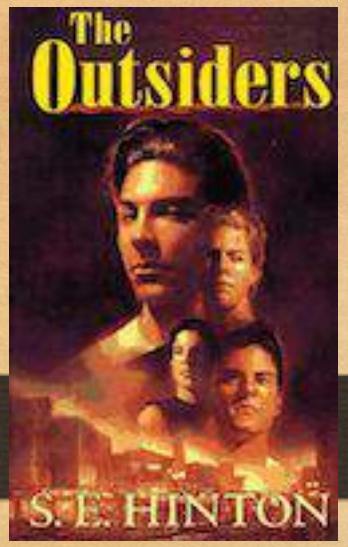
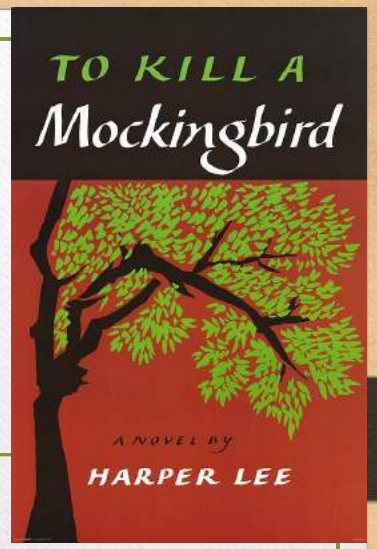
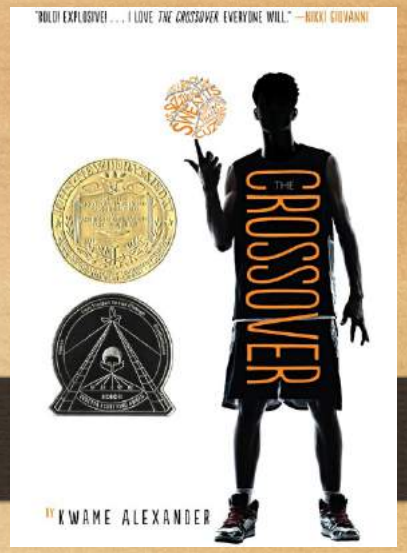
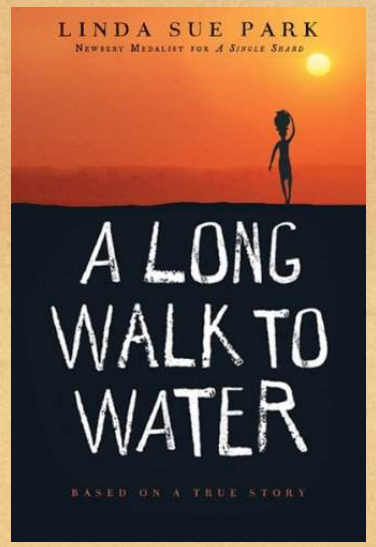


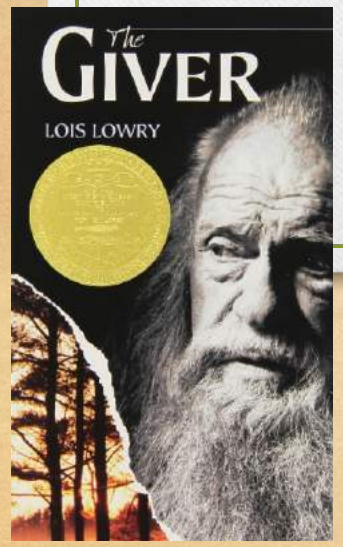
Analyzing Novels Through the Lenses of Depth & Complexity

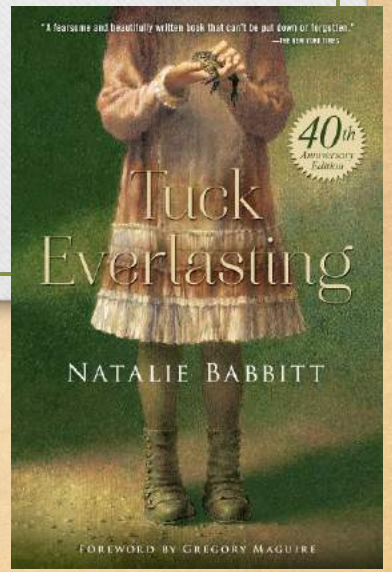
Presented by Emily Biggers
J Taylor Education
Northwest ISD
June 6, 2017

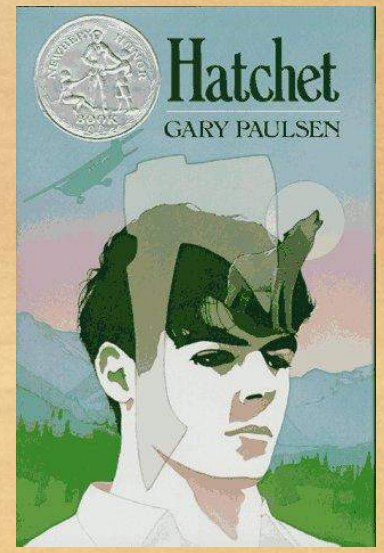












Analyzing Novels with Depth & Complexity

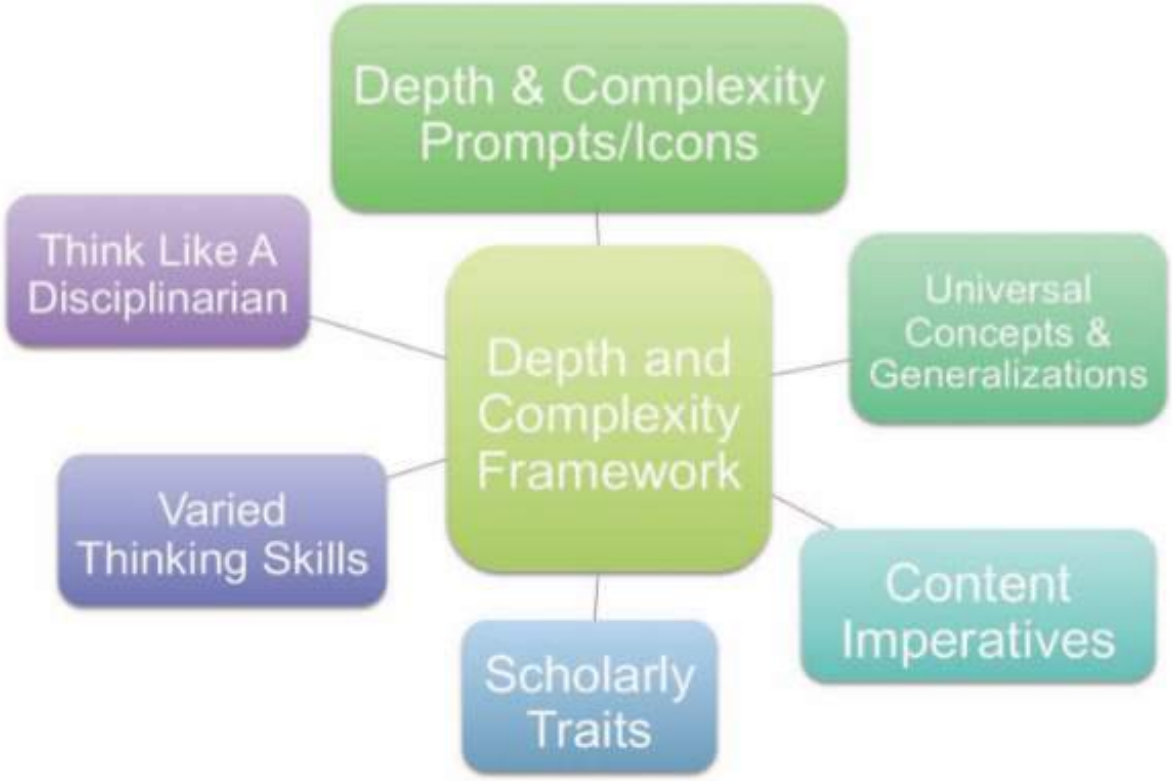
SESSION AGENDA:

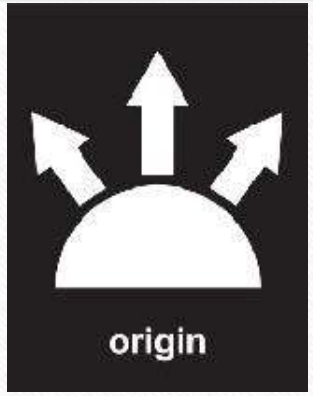
- ✓Introductions
- ✓Questioning/Discussions/Reading-Writing Connections/Look For's
- ✓One Pager: Depth & Complexity Style
- ✓Adding Depth & Complexity to Novel Projects
- ✓Icon Game
- ✓STAARing Depth & Complexity

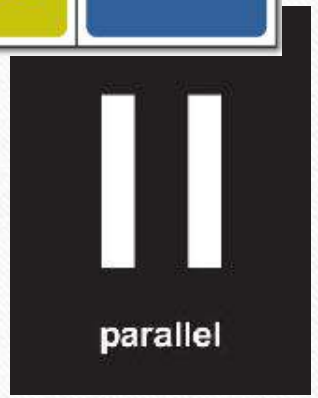
Depth: **Language of the Discipline, Details, Patterns, Rules, Trends, Unanswered Questions, Ethics, & Big Idea**

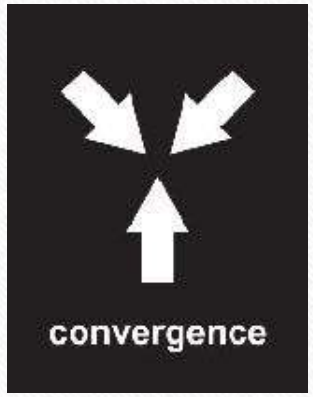
Complexity: **Change Over Time, Multiple Perspectives, & Across the Disciplines**

11 essential elements needed to master a subject & understand a concept in a deeper, more complex way.

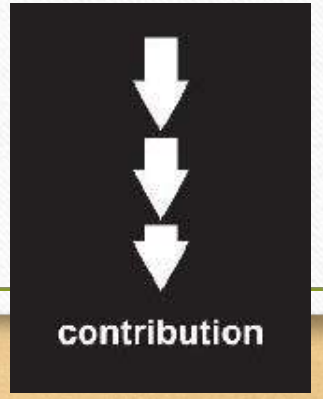

Depth & Complexity Prompts/Icons
Think Like A Disciplinarian
Depth and Complexity Framework
Universal Concepts & Generalizations
Varied Thinking Skills
Content Imperatives
Scholarly Traits
J Taylor Education, 2016


origin


parallel

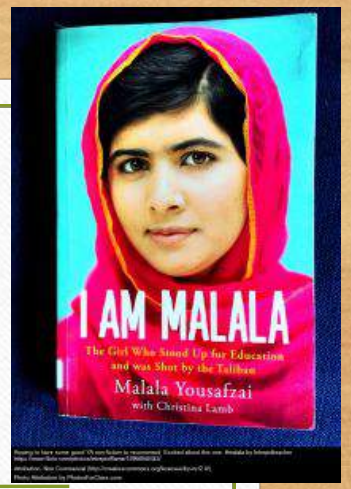

convergence

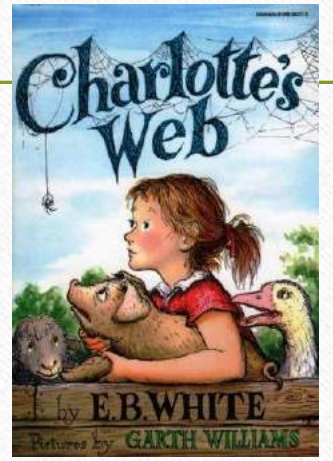
paradox

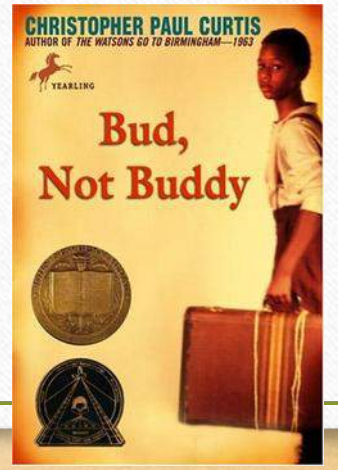

contribution

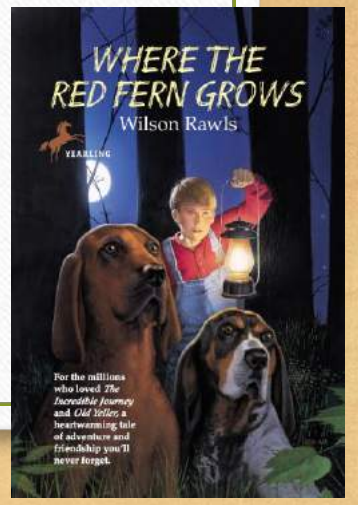
Integrate Depth & Complexity

- into any novel study
- to increase the level of questioning & thinking
- to deepen discussions about literature
- to enhance projects and products
- to reach the highest levels of Bloom's Taxonomy
- to analyze with more complexity
- to make connections – beyond the obvious



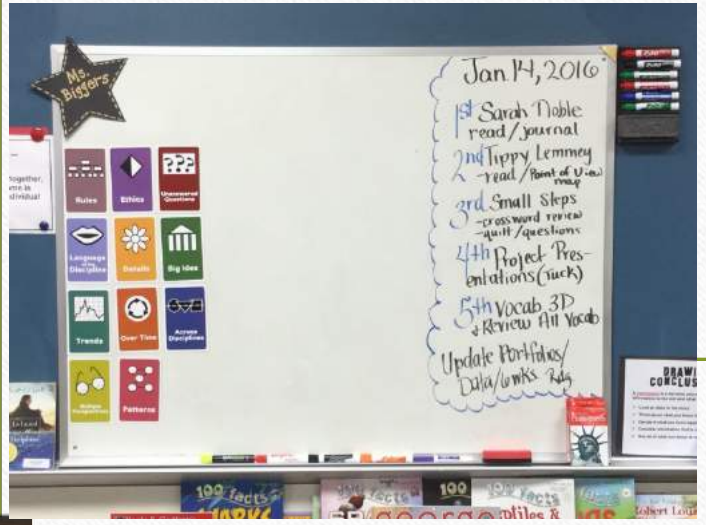






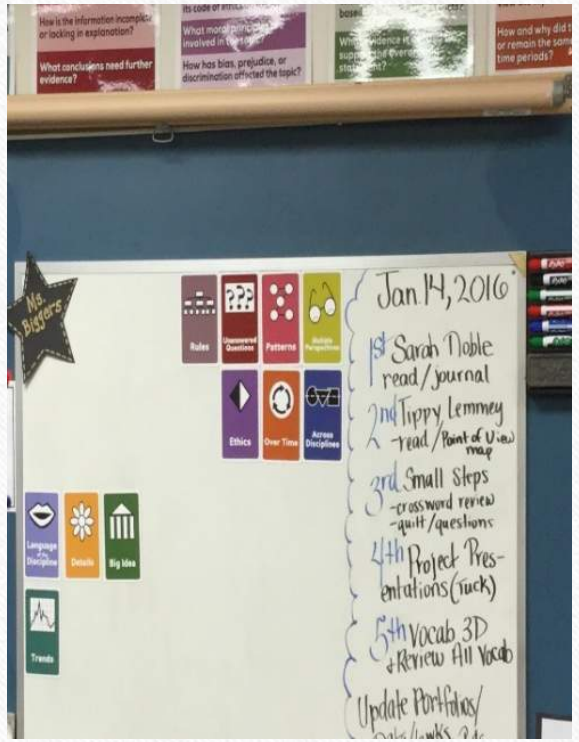
Must Haves:

Depth & Complexity Icons posted in a prominent place in your classroom



Magnetic Depth & Complexity Icon Cards

- **Students & teacher manipulate during discussions**
- **Excellent for closure of a lesson**
- **Useful for students to refer to as working**
- **Useful if assigning table talk or work from a limited number of the elements**



Poster – Receiving Today!

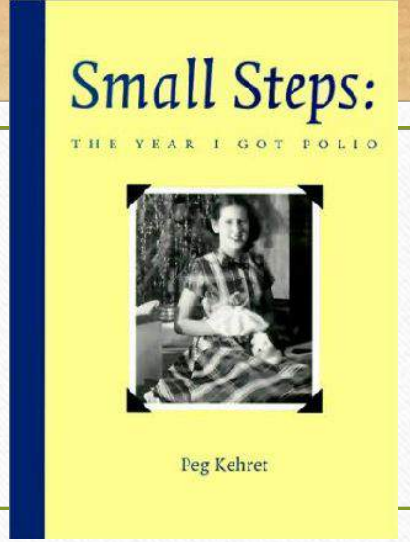
Questioning/Discussions

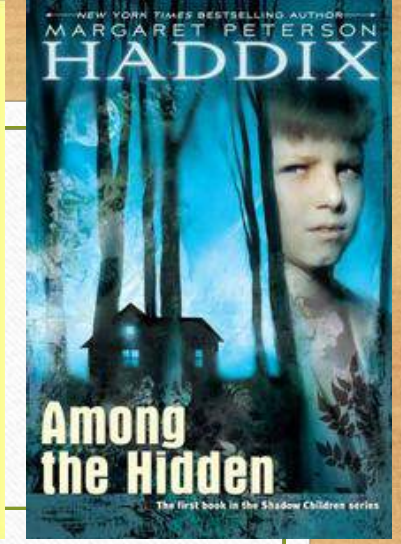
- POST THE ICONS in prominent spots. This shows students you value the elements of D&C as intellectual tools in the classroom!
- Use this statement regularly:

  "LOOK for (appropriate element)

  in our lesson today on (content)."

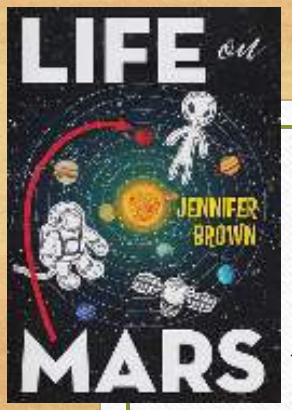
You try it!



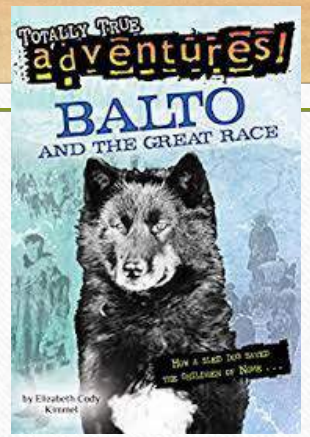


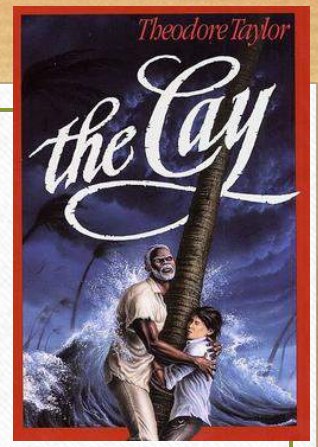
As we read excerpts from some well-known novels, determine at your tables what you, as teachers, might ask students to "LOOK FOR" or analyze in the text.

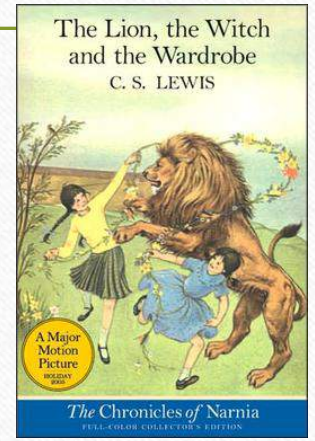
Record on a post it. Share out!

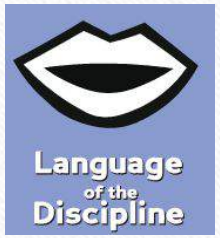


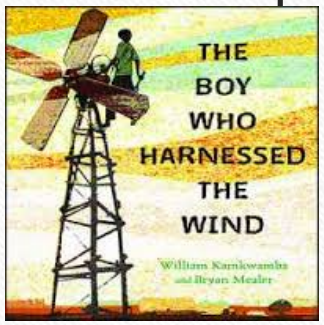
Look for…





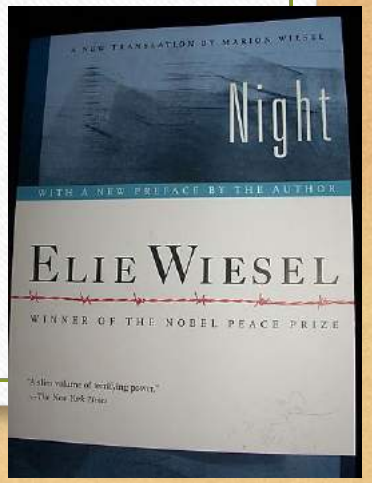


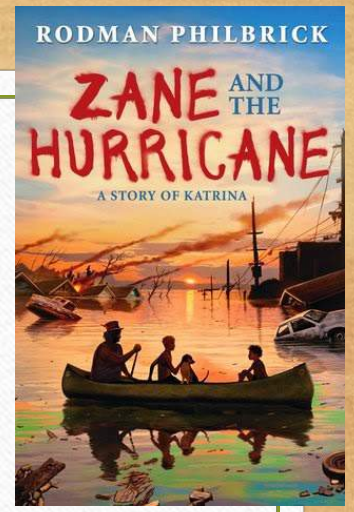
- "LOOK for **multiple perspectives** today in chapter 2 of *The Cay*."
- "LOOK for **details** as you read the prologue."
- "LOOK for 

in 

today."

- Think about a novel you will be teaching next year.
- Write 3 LOOK FOR statements as reminders for you and your students!
- Share out.





Zane and the Hurricane

Chapters 1 – 5

Reading Log

In your journal, write the answers to the following questions.
Be sure to use complete sentences and show high level thinking in your responses.

1. Zane meets Miss Trissy, his great grandmother, on his trip to New Orleans. Think of an older relative or friend in your own life. Describe this person in DETAIL. Include physical traits as well as character traits that make him/her special to you.

2. Write about a CHANGE OVER TIME in a character's PERSPECTIVE from chapter 1 to chapter 5.

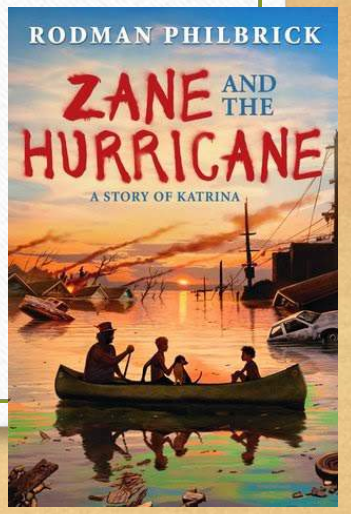
3. Are there any ETHICAL ISSUES in the first five chapters of the book? If so, write about one.

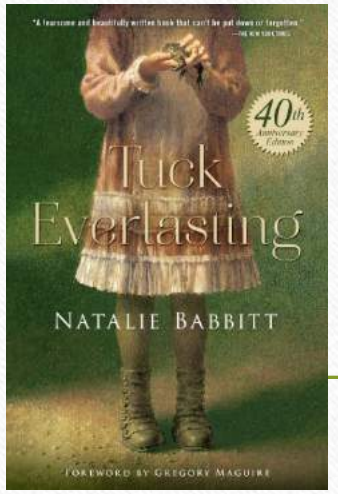
4. What have you noticed about the LANGUAGE (words) used in these first five chapters? Share details. Explain.

5. What RULES are associated with hurricanes? These can be written or unwritten rules.

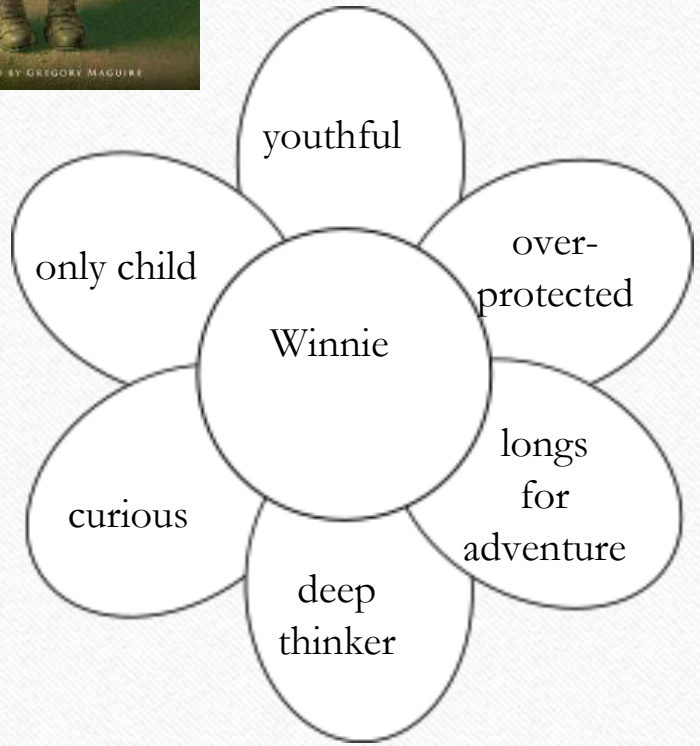
6. Choose any element of depth & complexity that has not been used on this page. Apply it to your reading of chapters 1 – 5.

COMPARE & CONTRAST THIS READING LOG WITH ONE THAT DOES NOT INCLUDE D&C?



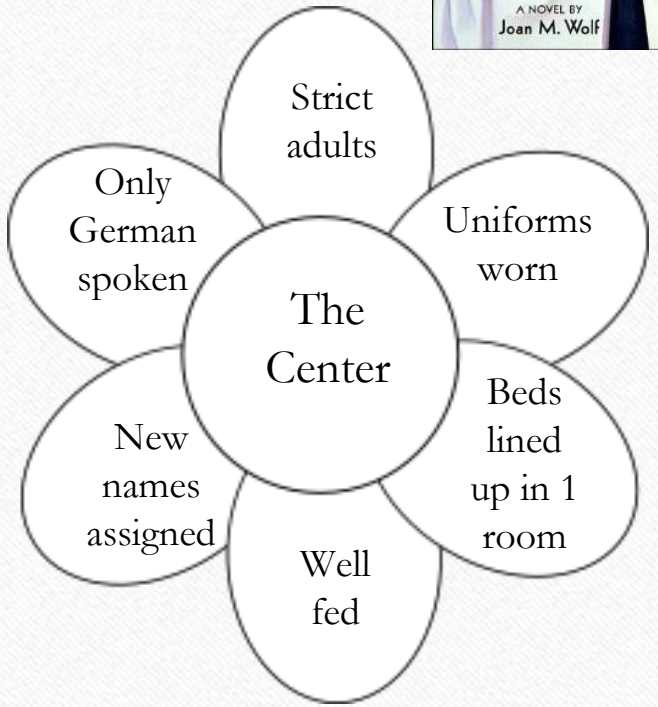


Details



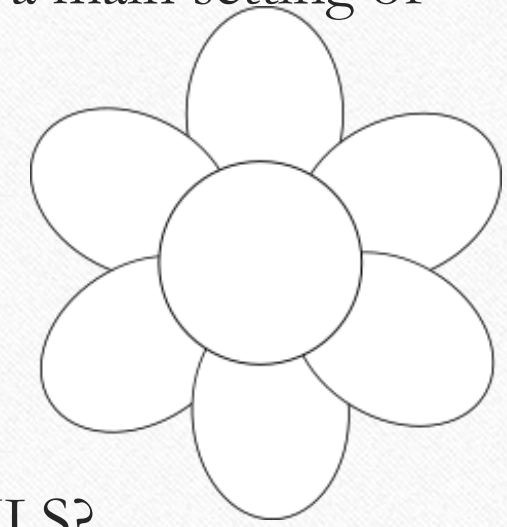
"Details Flower" about:

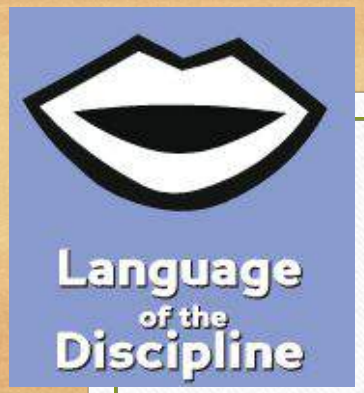
- ✓ Character
- ✓ Setting
- ✓ Theme



Application

- Choose a novel you have taught or plan to teach.
- Create a detail flower for one of the main characters OR for a main setting of the story.
- Why would this be a beneficial activity for students?
- How else might you use DETAILS when helping students analyze a novel?
- Table Talk -- What other icons would pair well with DETAILS?

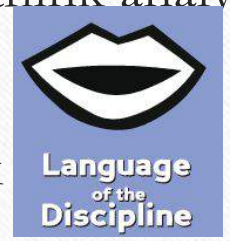




Examining Language of the Discipline

- As students read, have them jot new words or phrases on post it notes or list them in their journals.
- Have them LOOK FOR words/phrases associated with the setting. This may be the location (i.e. *Charlotte's Web* – runt, barn, slop or *The Boy Who Harnessed the Wind* –Malawi, Africa)
- Discuss any words that may have originated in a particular time period (*Bud Not Buddy* – Hooverville, food line) and have students research the details.

Application

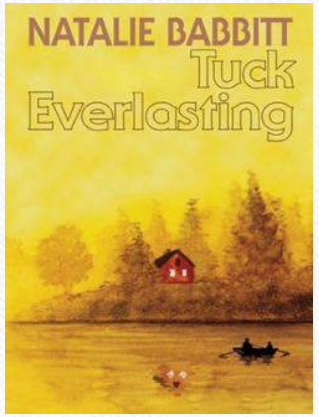
- With a partner, think of a novel you have taught or plan to teach next year.
- Consider the setting – location/time period, the topic, dialect of characters, specialized vocabulary of any kind associated with the text.
- Generate a list of at least five words or phrases that are specific to that novel.
- As you complete this task, discuss why you think analyzing Language of the Discipline is important.
- Share out your book, list, and why you think 

is important to analyze when reading any novel.

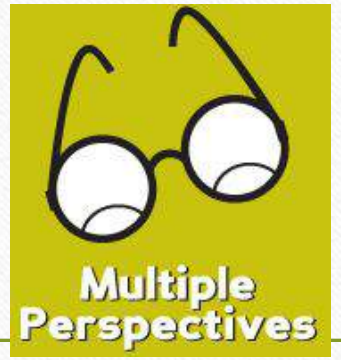
Multiple Perspectives

- *Tuck Everlasting* - Compare and contrast the perspectives of Jesse and Miles Tuck regarding the Tuck family's immortality.

  Use quotes from the book to prove with evidence.



- How does Charlotte change others' perspectives on Wilbur in *Charlotte's Web*?



Pairing Elements

- Someone Named Eva – How has Milada's **perspective** about Germans **changed over time**?

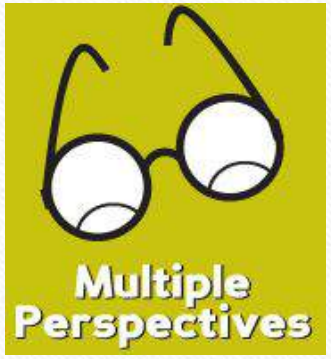
  Create a timeline that shows Milada's perspective at least 4 different points in time and Milada's perspectives on Germans.

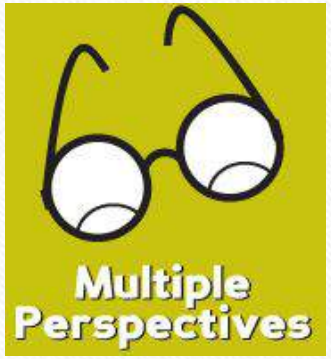
- Examine the way Scout's **perspective** on Boo Radley **changes over time** throughout *To Kill a Mockingbird*.

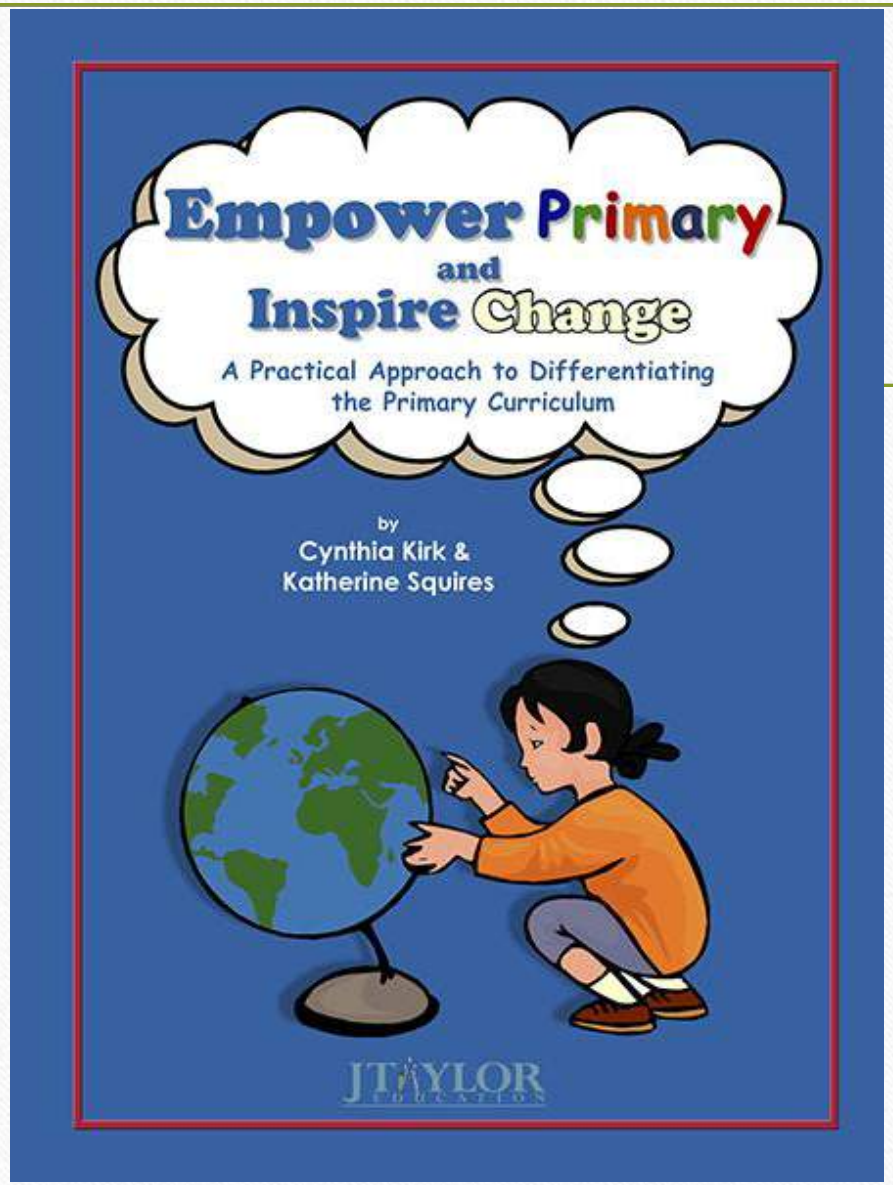
  Use textual evidence in your composition (at least six quotes) that demonstrate this change.

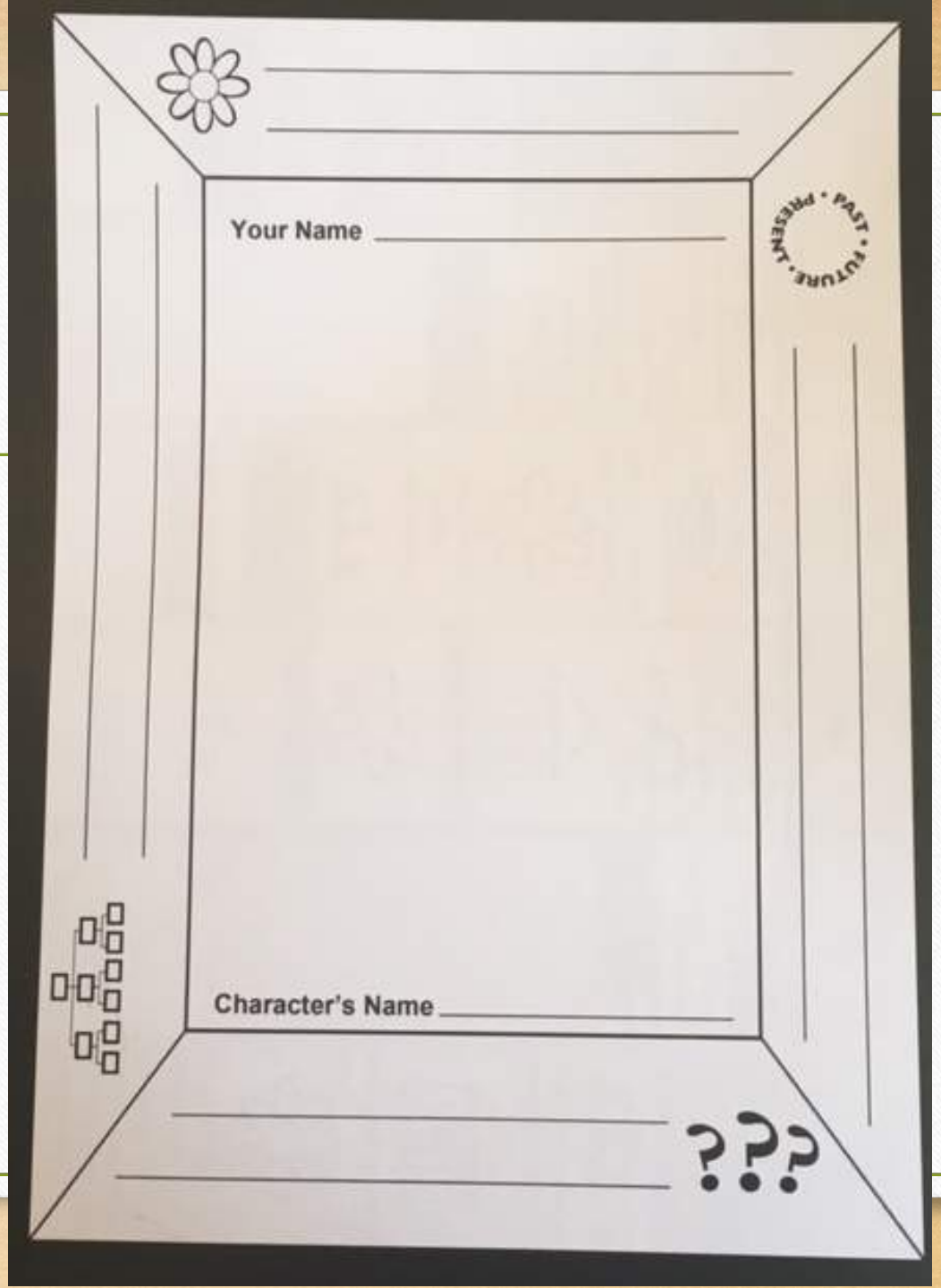
Application

- Choose a novel.
- Pair two elements of depth and complexity to create a question you will use in discussion or as a writing prompt.
- Consider one of the following pairs:

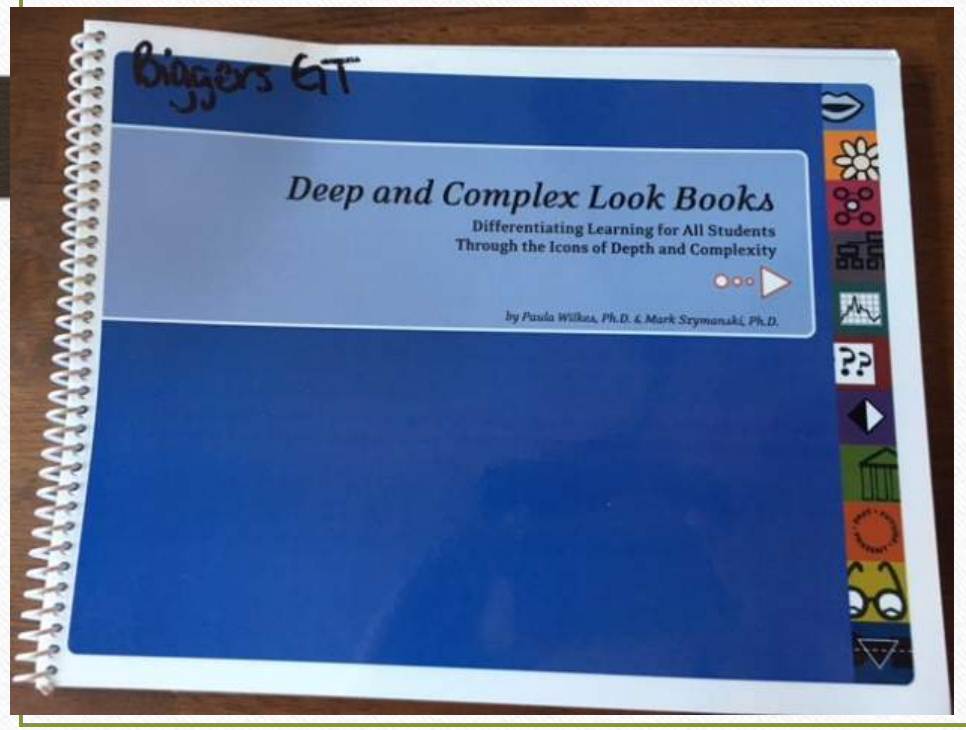


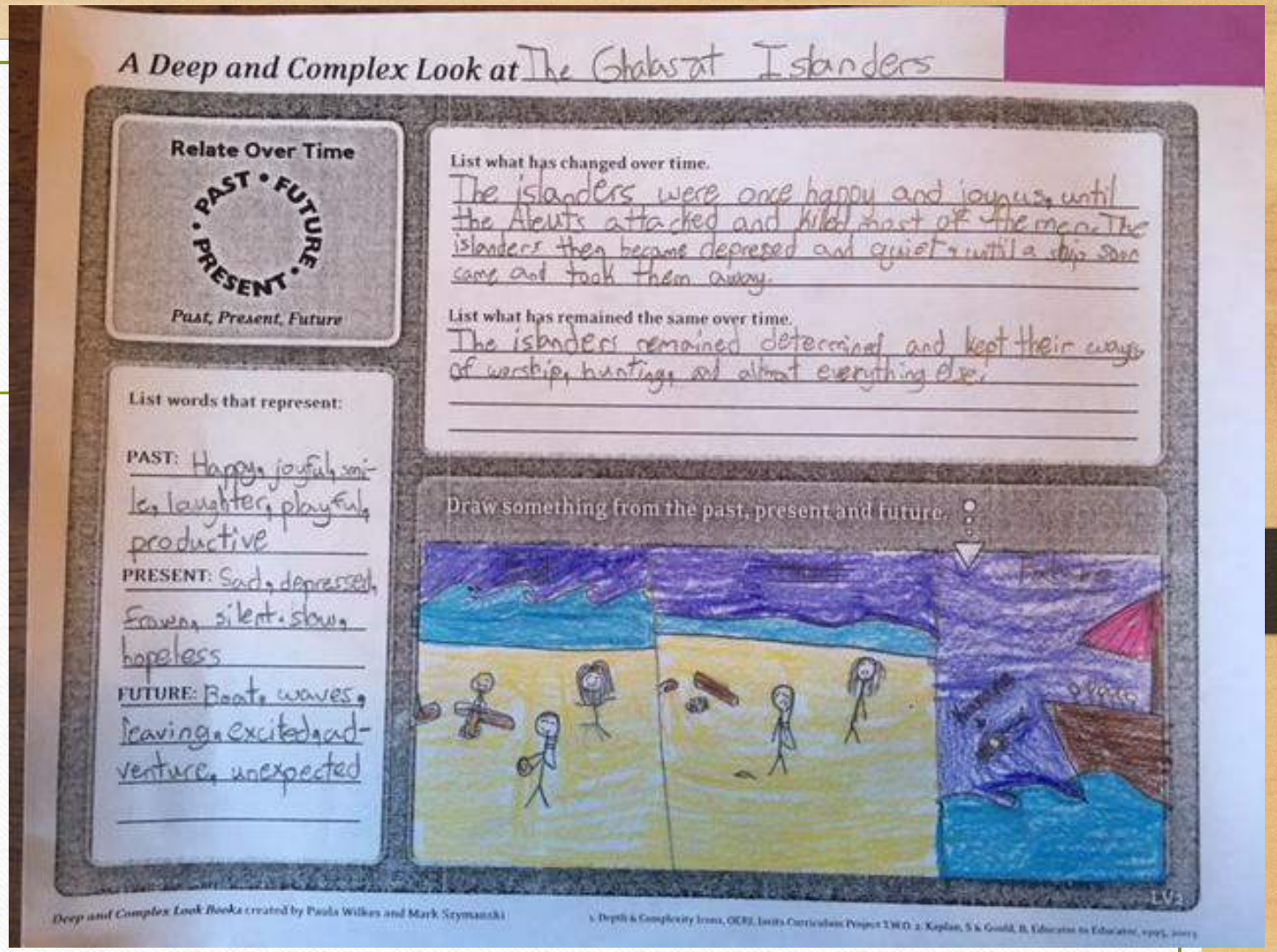



Empower Primary
and
Inspire Change
A Practical Approach to Differentiating the Primary Curriculum
by
Cynthia Kirk &
Katherine Squires
JTAYLOR

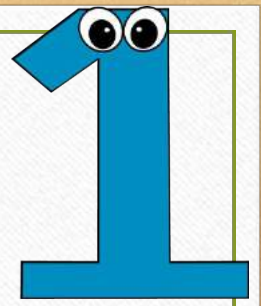

Your Name
PAST • PRESENT • FUTURE
Character's Name
???

Deep & Complex Look Books





ONE PAGER –
Depth & Complexity Style!



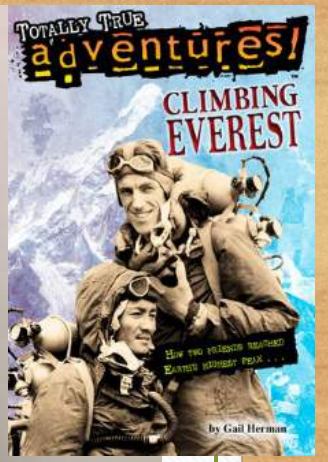
- See One Pager instructions and student work samples of One Pagers for Totally True Adventures: Climbing Everest and Someone Named Eva by Joan Wolf at your tables.
- Think about a book you will teach OR a read-aloud you will you use next school year.
- Discuss ideas at your table – What book? What requirements (based on grade level, which elements you have introduced, etc.)?
- Develop a draft of your One Pager instructions on the blank template provided. You may prefer to create a "generic" One pager instructions sheet.

Not just "busy work…"

When developing One Pager instructions, consider:

- Grade Level/Ability of Students
- Which Elements You Have Introduced
- Which Elements "Fit" the Book Best

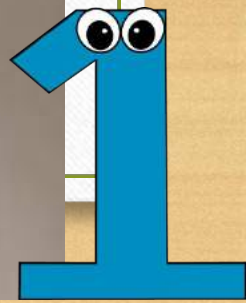
Totally True Adventures: Climbing Everest One Pager (Depth&Complexity Style)



You will create a poster on 11 X 14 paper that demonstrates your understanding of the book.

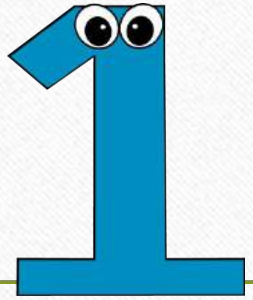
Each of the following categories must be included. Other than the ones in bold print, you may arrange these categories in any order.

- **Title and author at top-center of the poster.**
- **Your name and grade level in the bottom right corner of your poster.**
- 2 pictures of characters from your book. Each picture must be labeled with the character's name.
- 1 quality, detailed picture of the setting (Mt. Everest), labeled with its parts/divisions.
- 3 new words you learned from this book & their meanings – *language of the discipline*
- 2 *unanswered questions* you still have after reading the book
- 3 *rules* (stated or unstated) about climbing Mt. Everest
- 1 main idea statement about the book *(big idea)*
- 3 interesting *details* from the book
- 2 quotes from the book that you think are powerful – Be sure to write the quotes in quotation marks ("xxx") and put a dash (-) and the person's name after each quote.

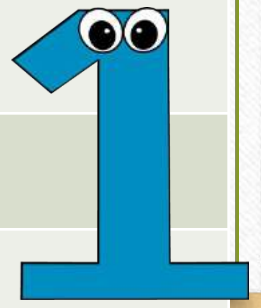


ONE-PAGER SOMEONE NAMED EVA by Joan Wolf

- **Your name** in the top right corner
- **Name** of your character
- **Detail** flower for your character (name in center and list six details – one per petal)
- One **unanswered question** you still have about your character (include the icon for unanswered questions)
- Tell how your character has **changed over time** (include the change over time icon)
- Free choice – Choose **any other element** of depth & complexity – draw the icon and relate it to your character
- **Illustration** of your character, based on info from the text as well as how you imagine him/her to look
- **Icon** (symbol) that you feel represents your character



Someone Named Eva **One Pager** **Scoring Rubric**	Unacceptable (0 – 6) Not there or incomplete	Satisfactory (7-8) Meets requirements	Outstanding (9 – 10) Above & beyond
Your Name			
Character's Name			
Detail Flower			
Unanswered Question			
Change Over Time			
Free Choice Element			
Illustration			
Icon (symbol)			
Creativity			
Neatness & Appearance			



Name _____ Grade _____ _____ 6 weeks

SGE PEAK 4th & 5th grades --- 3rd 6 Weeks Reading Assignment: ONE PAGER

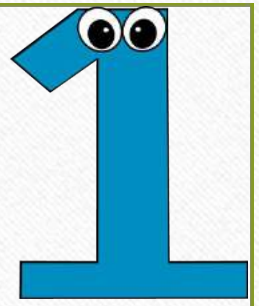
This One Pager book report must be completed on a book other than the assigned PEAK novel we are reading together. The book should have a minimum lexile of 650. Due: _____

Title:_____

Author: _____

1. Use LARGE white or manila paper OR ¼ or ½ poster board.
2. In the upper right hand corner, write your first and last name.
3. Somewhere on the page, write the title and author.
4. Somewhere on the page, draw the CHANGE OVER TIME icon. Write about a change that occurred over time in your book (i.e. Samantha was shy at the beginning but as she became friends with LuLu, she began to make jokes and talk more. She felt comfortable in her own skin.).
5. Somewhere on the page, draw the MULTIPLE PERSEPCTIVES icon. What is your perspective on this book? In other words, what is your opinion of it? Please state your opinion along with two reasons (i.e. This is one of the best books I have ever read. I liked the humor and action when Bob and Tina were riding the various rides at the amusement park. I also enjoyed the way the characters talked in a southern dialect because they lived in Mississippi.)
6. Choose 2 additional elements of depth & complexity. Somewhere on the page, draw the icons and write at least 2 sentences relating these elements to your reading.
7. Draw a picture of the main characters and label each with his/her name.
8. Staple this top sheet form to your One Pager.

Please Note: *Show high level thinking in all of your work! Work must be neat and complete!*

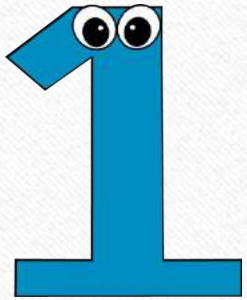


Name _____ 3rd Six Weeks PEAK Book Report - Depth & Complexity One-Pager

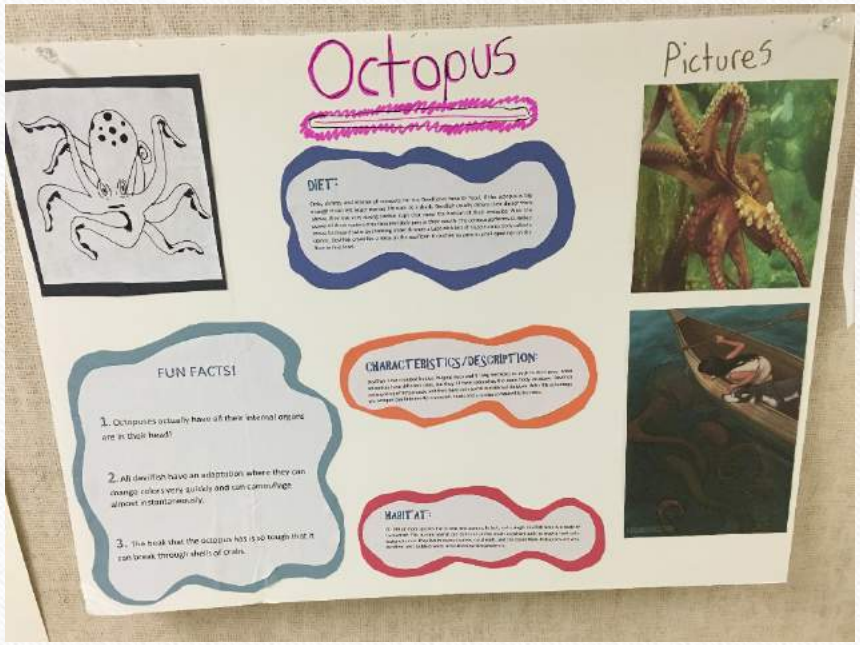
1.Paper	10	9	8	7	6	5	4	3	2	1
2.Name		10	9	8	7	6	5	4	3	2	1
3.Title/Author	10	9	8	7	6	5	4	3	2	1
4.Over Time		10	9	8	7	6	5	4	3	2	1
5.Mult. Perspec.		10	9	8	7	6	5	4	3	2	1
6.Element #1	10	9	8	7	6	5	4	3	2	1
7.Element #2	10	9	8	7	6	5	4	3	2	1
8.Character Pic		10	9	8	7	6	5	4	3	2	1
9.Cover Sheet	10	9	8	7	6	5	4	3	2	1
10.High Level Thinking		10	9	8	7	6	5	4	3	2	1

Comments:

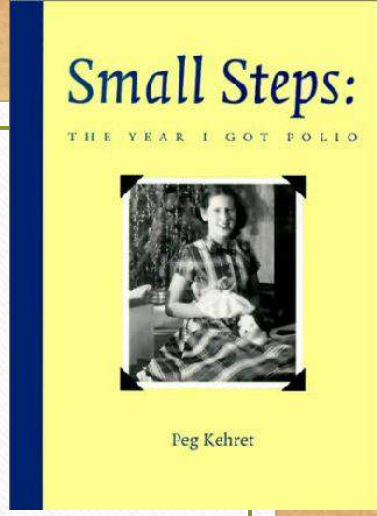
Final Grade:



Projects



Glogster EDU
poster yourself



SMALL STEPS Reading Projects

- Complete a project of your choice.
- Your project must be turned in on Monday, Nov. 14th.
- Projects will be presented to the class. Practice your presentation at home!

1. DETAILS, LANGUAGE OF THE DISCIPLINE

Choose another disease that has been eradicated or nearly eradicated (in other words, it no longer exists) by a vaccine. Research and report on it through a power point or other creative method.

- MEASLES
- MUMPS
- RUBELLA
- VARICELLA (CHICKEN POX)
- SMALL POX

Include symptoms of the disease, how the disease was caught/spread, when it existed, how it was eradicated, & people who played important roles in the eradication.

2. DETAILS, MULTIPLE PERSPECTIVES

Do you remember a time when you were sick or hurt and someone else had to take care of you? Write a journal entry about that time in your life. Reread the first chapter of Small Steps to get you started. Be sure to explain:

- How it began
- How you felt
- Conversations you remember or that might have taken place during your illness
- What you learned from the experience

3. DETAILS, CHANGE OVER TIME

Create a wheelchair using only these materials:

- Cardboard or posterboard
- Black marker or crayon
- Tape and/or glue
- Scissors
- Tin foil

Research the history of the wheelchair and create a timeline that shows how it has changed over the years. Your timeline should include pictures of the different wheelchairs over the years. As your final entry on the timeline, show a picture and give a brief description of how the wheelchair may be different in 10 - or even 50 years - in the future!

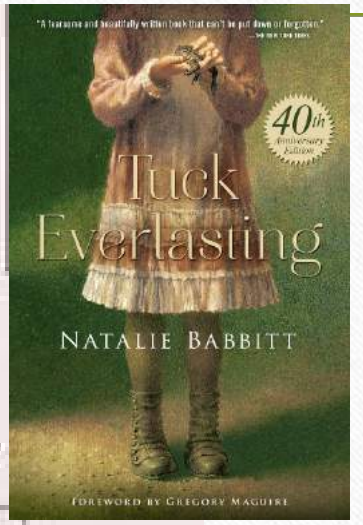
Tuck Everlasting
Project Options

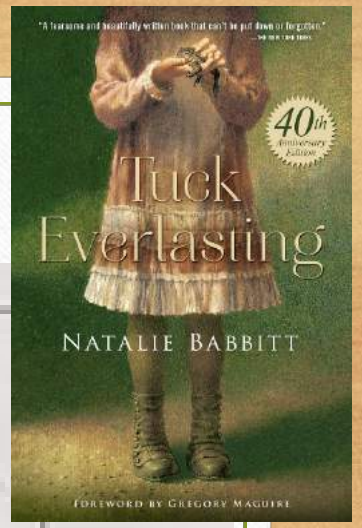
- Complete one project of your choice. Projects must be turned in on _____.
- Projects will be presented to the class. Practice at home!

OVER TIME
Research the history of music boxes. Create an electronic presentation to teach your classmates what you learned (i.e. power point, movie, padlet, or prezi) showing what you learned. Include photos. How have music boxes, their construction, and their uses have changed and how they have stayed the same over time?

DETAILS, MULTIPLE PERSPECTIVES
Write a letter from Winnie to the Tuck family explaining her reasons for not drinking the magic water. Must be one page in length. Include an illustration as well.

DETAILS, MULTIPLE PERSPECTIVES, ETHICS
Winnie was faced with a difficult choice. Imagine that you are Winnie and that texting existed in her day! Write out a texting thread between Winnie and a friend. In the conversation, be sure that the ethical issues, details, and multiple perspectives of Winnie's options are considered.





considered.

MULTIPLE PERSPECTIVES

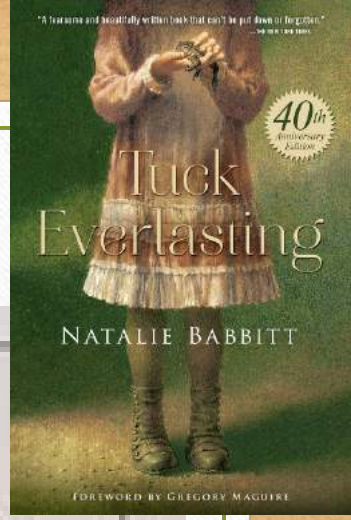
Write three diary entries written from Winnie's perspective – one before she meets the Tucks, one while staying at the Tucks' home, and one after the Tucks have left Treegap. Each must be ½ of a page (minimum) in length.

DETAILS, RULES

Make a bottle of everlasting water. Design a label, add a catchy slogan, list the ingredients and a provide consumer warning! Create a script that the man in the yellow suit might have used had he lived, owned the wood, and forced Winnie to drink from the spring to serve as his "example." Present this "act" for the class.

DETAILS

Make a Venn Diagram poster comparing the "man in the yellow suit" with another famous villain (bad guy) from another book or movie. Include at least 8 items per section. Show high level thinking in your comparison.



BIG IDEA

Create a song, poem, rap, or artwork that represents one or more of the major themes of the novel. Use your creativity! Songs/poems/raps must contain at least three verses or stanzas and include details. Make an illustration to go with it.

TRENDS

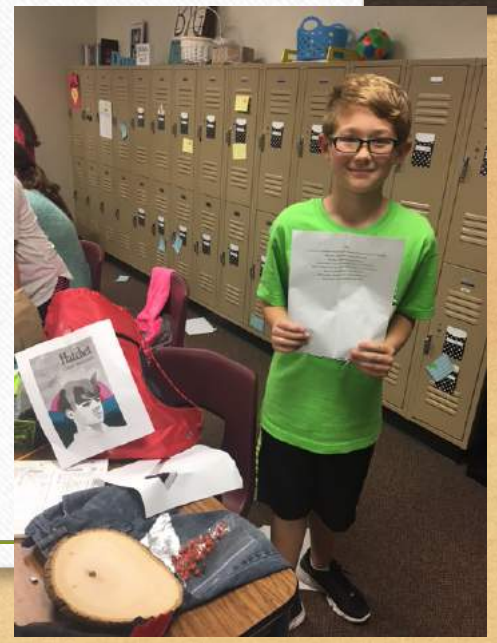
Mae Tuck and the Fosters dressed rather differently from each other! Make a timeline (poster or electronic) of trends in clothing between 1750 (when the Tucks were born) and today. Include photos or pictures and some fun facts.

DETAILS

Create an artifact bag for a character from the book. Include 8 or more items that represent the character either concretely or symbolically. Create a written or typed key. Also, be sure that at least 4 elements of Depth & Complexity are represented. Include the icons on your key.

Your Turn!

- How and why should you integrate Depth & Complexity into projects that you assign?
- Consider a project you currently assign.
- independent or group project
- at-school or an at-home project
- How will you revise it to include D&C?
- Complete the project planning sheet at your table.



Depth & Complexity Spinner Activity – Use with any novel

STAARing Depth & Complexity

Does Depth & Complexity & prepare my students for STAAR?

What types of questions come to mind when you think about:

- **Reading STAAR?**
- **Writing STAAR?**

STAARing Depth & Complexity

Which element(s) of depth & complexity connect with these STAAR questions?

Word Meaning?

Inference?

Main Idea?

Author's Purpose?

Character's Thoughts/Feelings?

Compare & Contrast?

Summary?

Paired Passages?

Drawing Conclusions?

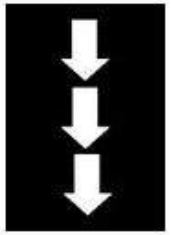
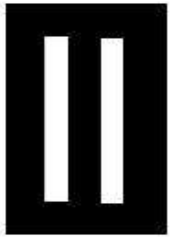
Writing Compositions?

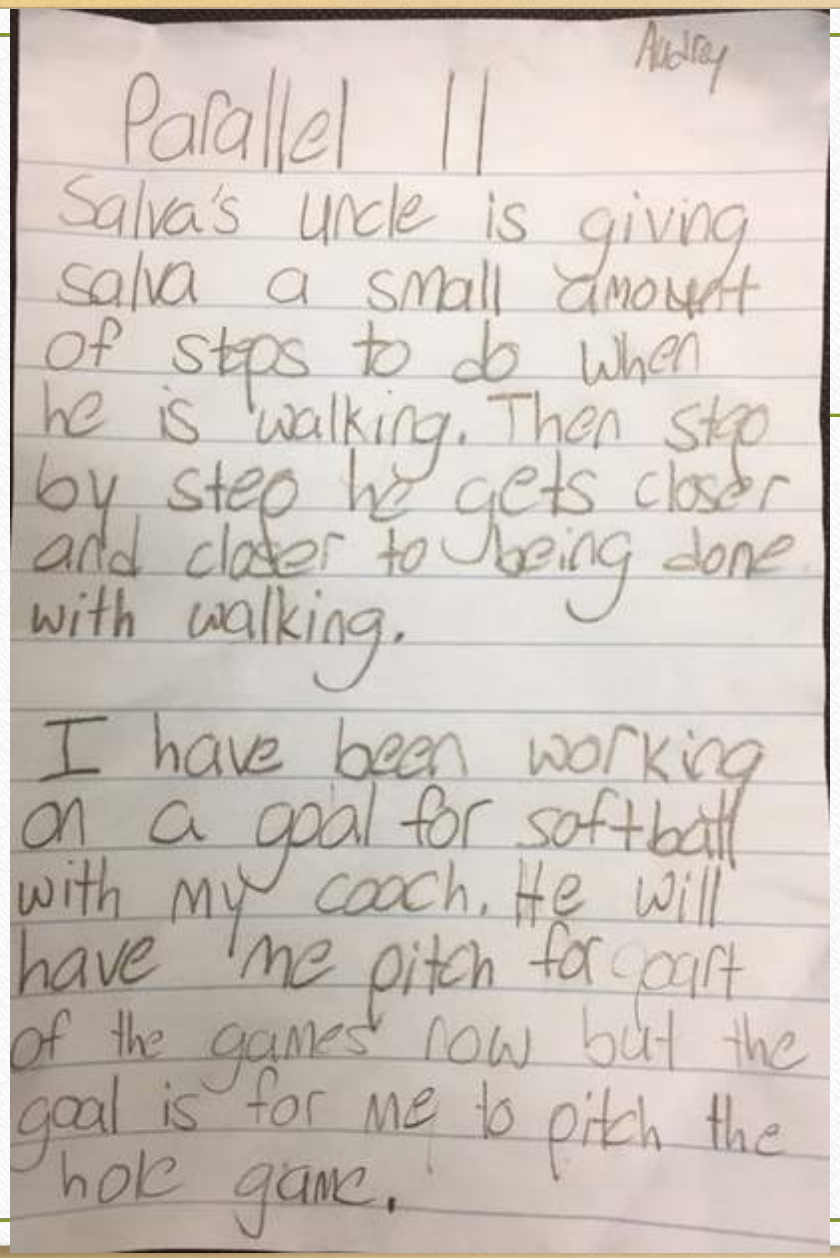
Editing and Revising?

Context Clues?

What's Next?
Content Imperatives

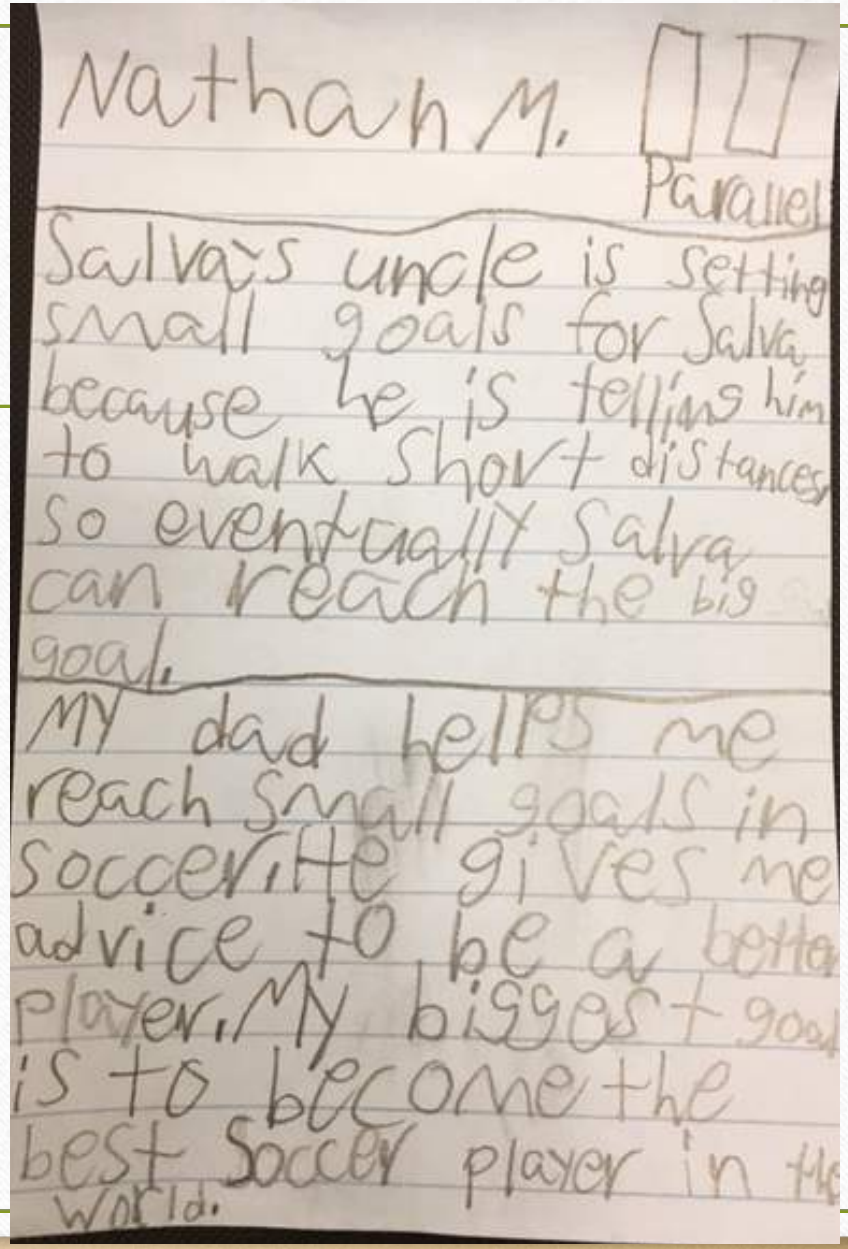
Content Imperatives

Origins	 **Contribution**	**Convergence**
 **Parallel**	**Paradox**	

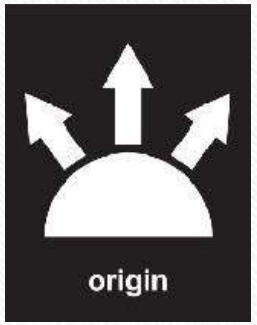


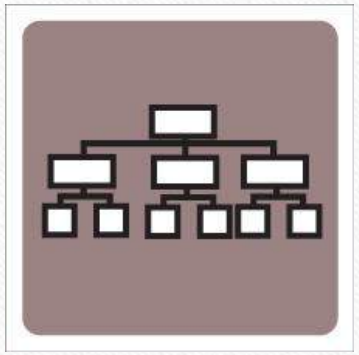
Parallel

- **Small goals to reach a larger goal**

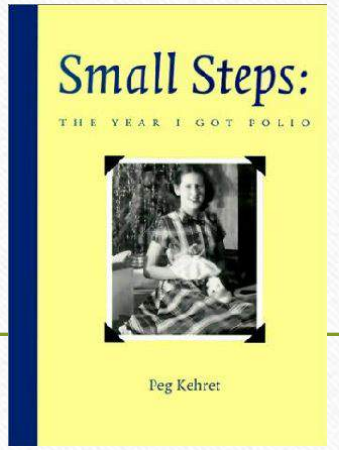


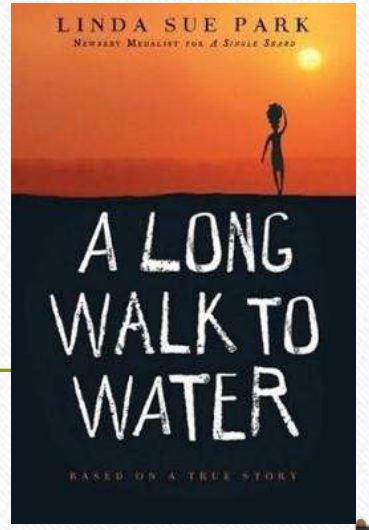
Pairing Elements of D&C
Layering Elements of D&C with Content Imperatives

What is the 

of the  **?**

Think & Plan





- What novel will you teach?
- Consider the theme(s) of the book.
- Consider the setting/culture/language of the novel.
- Which elements of Depth & Complexity "stand out" when you think of this novel? Ethical issues? Language of the discipline?
- How will you incorporate Depth & Complexity into this novel unit?
- Reflect on your Look For's, One Pager, and Project Drafts.
- Share out!

"Do not go where the path may lead; go instead where there is no path and leave a trail."

- Ralph Waldo Emerson

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