

Prompts of Depth and Complexity Activity

Elementary Activity: Language Arts Application

The following steps may be done as an individual or group activity.

1. Read a story from Open Court Reading entitled, “**The Elves and the Shoemaker**” from Grade 2, Unit 2: “Kindness,” Lesson 2.
2. Use the *Overview of Iconic Prompts of Depth and Complexity* handout to help you complete the *Iconic Prompts of Depth and Complexity Retrieval Chart*.
3. Review the *SAMPLE ANSWERS* for the “Elves and the Shoemaker” when you have completed your own chart.
4. Consider how you would use the iconic prompts to extend learning in the next OCR unit.



The Elves and the Shoemaker

Retold by Freya Littledale

There was once a good shoemaker who became very poor. At last he had only one piece of leather to make one pair of shoes. “Well,” said the shoemaker to his wife, I will cut the leather tonight and make the shoes in the morning.”

The next morning he went to his table, and he couldn’t believe what he saw. The leather was polished. The sewing was done. And there was a fine pair of shoes! Not one stitch was out of place.

“Do you see what I see?” asked the shoemaker.

“Indeed I do,” said his wife. “I see a fine pair of shoes.”

“But who could have made them?” the shoemaker said.

“It’s just like magic!” said his wife.

At that very moment a man came in with a top hat and cane. “Those shoes look right for me,” said the man. And so they were. There were right from heel to toe. “How much do they cost?”

“One gold coin,” said the shoemaker.

“I’ll give you two,” said the man.

And he went on his way with a smile on his face and the new shoes on his feet.

“Well, well, said the shoemaker; now I can buy leather for two pairs of shoes.”

And he cut the leather that night so he could make the shoes in the morning.

The next morning the shoemaker woke up and found two pairs of ladies shoes. They were shining in the sunlight.

“Who is making these shoes?” said the shoemaker. “They are the best shoes in the world.”

At that very moment two ladies came in. They looked exactly alike. “My what pretty shoes!” said the ladies. “They will surely fit us.” And the ladies were right. They gave the shoemaker four gold coins and away they went...clickety-clack, clickety-clack in their pretty new shoes.

And so it went. Every night the shoemaker cut the leather. Every morning the shoes were made. And every day more people came to buy his beautiful shoes.

Just before Christmas the shoemaker said, “Whoever is making these shoes is making us very happy.”

“And rich,” said his wife.

“Let us stay up and see who it is,” the shoemaker said.

“Good,” said his wife. So they hid behind some coats, and they waited and waited and waited. When the clock struck twelve, in came two little elves.

“Elves,” cried the shoemaker.

“Shh!” said his wife.

At once the elves hopped up on the table and set to work. Tap-tap went their hammers. Snip-snap went their scissors. Stick-stick went their needles. Their tiny fingers moved so fast the shoemaker and his wife could hardly believe their eyes.

The elves sewed and hammered and they didn’t stop until all the shoes were finished. There were little shoes and big ones. There were white ones and black ones and brown ones. The elves lined them all in a row. Then they jumped down from the table. They ran across the room and out the door.

The next morning the wife said, “The elves have made up very happy. I want to make them happy too. They need new clothes to keep warm. So I’ll make them pants and shirts and coats. So I’ll knit them socks and hats. You can make them each a pair of shoes.”

“Yes, yes,” said the shoemaker. And they went right to work.

On Christmas Eve the shoemaker left no leather on the table. He left all the pretty gifts instead. Then he and his wife hid behind the coats to see what the elves would do.

When the clock struck twelve, in came the elves, ready to set to work. But when they looked at the table and saw the fine clothes, they laughed and clapped their hands.

“How happy they are!” said the shoemaker’s wife.

“Shhh,” said her husband.




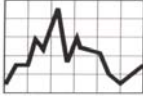



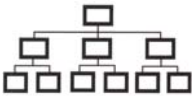



The elves put on the clothes, looked in the mirror, and began to sing:

*What fine and handsome elves are we,
No longer cobblers will we be,
From now on we’ll dance and play,
Into the woods and far away.*

They hopped over the table and jumped over the chairs. They skipped all around the room, danced out the door, and were never seen again. But from that night on everything always went well for the good shoemaker and his wife.




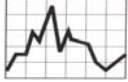



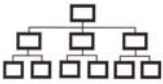





Overview of Iconic Prompts of Depth and Complexity

Depth and Complexity	Iconic Prompt	Key Questions	Example/ Definition
Language of the Disciplines		What vocabulary terms are specific to the content or discipline?	Purpose, language, skills, tools, and methodology that are specific to a discipline or disciplinarian
Details		What are the defining features or characteristics?	Parts, factors, attributes, variables, distinguishing traits
Patterns		What elements reoccur? What is the sequence or order of events?	Time lines Other chronological lists Predictability Elements that are repeated
Trends		What ongoing factors created influence?	Course of Action Compare, Contrast, and Forecast
Unanswered Questions		What information is unclear, missing, or still not known by the experts?	Missing Parts Incomplete Ideas/ Ambiguity Discrepancies Unresolved Issues
Ethics		What ethical principles are involved in the subject? What debate could emerge from discussion?	Values, Morals, Ethics Pro and Con Bias/ Differing Opinions Right and Wrong Shades of Gray
Big Ideas		What overarching statement best describes what is being studied? How do these ideas relate to broad concepts such as change, relationships, etc?	Main Idea Generalizations Principles Theories
Rules		What structure underlies this subject? What guidelines, regulations, hierarchy, or ordering principles are at work?	Reasons Organization Laws Theories Structure
Over Time		How are elements related in terms of the past, present, and future?	Connecting points in time Relationships within a time period
Across Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Cross-curricular studies Interdisciplinary relationships
Multiple Perspectives (Points of View)		What are the opposing viewpoints? How do different characters or disciplinarians see this event or situation?	Different roles and knowledge Opposing viewpoints Debate "Think Like a Disciplinarian..."



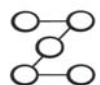
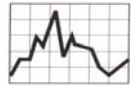



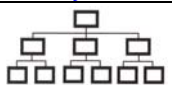



Iconic Prompts of Depth and Complexity Retrieval Chart

Topic: _____

Language of the Disciplines (Think like a/an _____) 	
 Details	 Patterns
 Trends	 Unanswered Questions
 Ethics	 Big Ideas
 Rules	 Over Time
 Across Disciplines	 Multiple Perspectives (Points of View)

Iconic Prompts of Depth and Complexity Retrieval Chart

Topic: "The Elves and the Shoemaker," OCR, Gr. 2, Unit 2

<p>Language of the Disciplines (Think like an Author).</p>  <ul style="list-style-type: none"> -cobbler -elves -polished -top hat -cane -leather -character -setting -protagonist/ antagonist -clickety-clack (onomatopoea/multisyllabic words) 	
 <p>Details</p> <ul style="list-style-type: none"> -Sequence the story using specific details. -Describe characters using details. 	 <p>Patterns</p> <ul style="list-style-type: none"> -Every night shoes would be made. -The shoes/cost would double -Sequence/predicting -Fairytale genre patterns
 <p>Trends</p> <ul style="list-style-type: none"> -Shoe/ fashion trends -behavioral trends (kindness leads to kindness) 	 <p>Unanswered Questions</p> <ul style="list-style-type: none"> -What happened to the elves at the end of the story? -Is there a rule regarding clothing an elf and receiving "freedom?"
 <p>Ethics</p> <ul style="list-style-type: none"> -Kindness -Generosity; doing the right thing without getting credit -Abandonment -"Pay it forward" 	 <p>Big Ideas (Relationships/ Change)</p> <ul style="list-style-type: none"> -Everything is related in some way -All relationships are purposeful -Relationships change over time -Change generates additional change
 <p>Rules</p> <ul style="list-style-type: none"> -cause and effect -Math rules for doubling -Fine and handsome = now can play -Irregular plurals, superlatives, types of sentences 	 <p>Over Time</p> <ul style="list-style-type: none"> -Changes in fortune -Changes in attitude
 <p>Across Disciplines</p> <ul style="list-style-type: none"> -Linguist -Profession: Cobbler -Historical Setting -Shoemaker in fairytales -Poet 	 <p>Multiple Perspectives (Points of View)</p> <ul style="list-style-type: none"> -Retell the story from the elves' perspective -Rewrite a modern/urban version




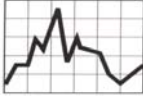



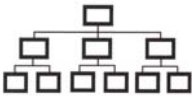



Prompts of Depth and Complexity Activity

Secondary Activity: Global Warming Article Using Prompts

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
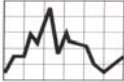



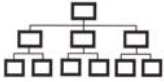



1. Read the article, “**Top Ten Things You Need to Know About Global Warming.**” Available at:
<http://hdgc.epp.cmu.edu/teachersguide/teachersguide.htm#topten>
2. Use the *Overview of Iconic Prompts of Depth and Complexity* handout to help you complete the *Iconic Prompts of Depth and Complexity Retrieval Chart*.
3. Review the *SAMPLE ANSWERS* for the “Top Ten Things You Need to Know About Global Warming.”
4. Consider how you would use the iconic prompts to extend learning in the next unit you are teaching within your content area.

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
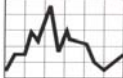



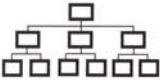



Iconic Prompts of Depth and Complexity Retrieval Chart

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Iconic Prompts of Depth and Complexity Retrieval Chart

Topic: ["Top Ten Things You Need to Know About Global Warming"](#)

<p>Language of the Disciplines (Think like a Climatologist).</p>  <ul style="list-style-type: none"> -climate change -ozone depletion -ecosystem <ul style="list-style-type: none"> -carbon dioxide -greenhouse gas -glacier <ul style="list-style-type: none"> -temperature -CFC -Kyoto Protocol 	
 <p>Details</p> <p>Global warming is caused primarily by carbon dioxide from burning coal, oil, and gas.</p>	 <p>Patterns</p> <ul style="list-style-type: none"> -Misconceptions about global warming -poles warm faster than equator (US temps rising faster than over globe)
 <p>Trends</p> <p><u>Global Warming</u></p> <p>Natural patterns of climate change (1 degree F in the past 100 years) shifting due to human activity (3-10 degrees F in next 100 years)</p>	 <p>Unanswered Questions</p> <ul style="list-style-type: none"> -Can global warming be reversed or stopped (or is it too late)? -What new technologies, programs, or innovations will help slow global warming?
 <p>Ethics</p> <ul style="list-style-type: none"> -Is global warming real? -Human impact; reducing carbon footprint: driving less, fuel efficient appliances, solar energy, etc. -US impact on poorer nations. 	 <p>Big Ideas</p> <p>(Change/Power)</p> <ul style="list-style-type: none"> -Change can be either positive or negative -Change is inevitable -Power may be used or abused
 <p>Rules</p> <p>Carbon dioxide, methane, and CFCs, and nitrous oxide all contribute to global warming.</p>	 <p>Over Time</p> <ul style="list-style-type: none"> -temperature shifts lead to changes in ecosystems -temperature shifts lead to rising sea levels -a temperature rise will cause more extreme weather
 <p>Across Disciplines</p> <ul style="list-style-type: none"> -Science: Environment/ Ecology -Political Science: Kyoto Protocol -Sociology: Man's behavior 	 <p>Multiple Perspectives (Points of View)</p> <p>State your opinion on global warming from the perspective of: participant of Kyoto Protocol, alternative energy scientist, and person living 100 years from now.</p>