

15th Annual  
Hawker Brownlow  
**Thinking &  
Learning**  
Conference

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**TAMRA STAMBAUGH**

**SATURDAY 19 MAY**

**Session 2**

**Scaffolding Instruction to Promote Critical  
Thinking and Textual Analysis in Reading**

**MELBOURNE**

# DR TAMRA STAMBAUGH

Tamra Stambaugh, PhD is an assistant research professor in special education and executive director of Programs for Talented Youth at Vanderbilt University. Tamra conducts research in gifted education with a focus on students living in rural settings, students of poverty, and curriculum and instructional interventions that promote gifted student learning. She is the co-author/editor of several books and has also written numerous articles and book chapters. She frequently provides keynotes, professional development workshops and consultation to school districts nationally and internationally and shares her work at refereed research conferences. She serves on the National Association for Gifted Children (NAGC) awards and professional standards committees and is a reviewer for leading research journals in the field of gifted education.



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**TABLE 1**  
**Goals and Objectives of Jacob's Ladder by Ladder and Rung**

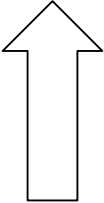
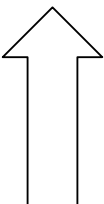
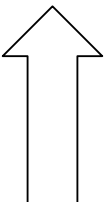
<b>A3: Consequences and Implications</b>	Students will be able to predict character actions and story outcomes and make real-world forecasts.	<b>A2: Cause and Effect</b>	Students will be able to identify and predict relationships between character behavior and story events and their effects upon other characters or events.	<b>A1: Sequencing</b>	Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.	Ladder A
<b>B3: Generalizations</b>	Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.	<b>B2: Classifications</b>	Students will be able to categorize different aspects of the text or identify and sort categories from a list of topics or details.	<b>B1: Details</b>	Students will be able to list specific details or recall facts related to the text or generate a list of ideas about a specific topic or character.	Ladder B
<b>C3: Main Idea, Theme, or Concept</b>	Students will be able to identify a major idea or theme common throughout the text.	<b>C2: Inference</b>	Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.	<b>C1: Literary Elements</b>	Students will be able to identify and explain specific story elements, such as character, setting, or poetic device.	Ladder C
<b>D3: Creative Synthesis</b>	Students will create something new using what they have learned from the reading and their synopses.	<b>D2: Summarizing</b>	Students will be able to provide a synopsis of text sections.	<b>D1: Paraphrasing</b>	Students will be able to restate lines read using their own words.	Ladder D
<b>E3: Using Emotion</b>	Students will be able to analyze how emotion affects the passage and/or the reader.	<b>E2: Expressing Emotion</b>	Students will be able to articulate their feelings through a variety of media (e.g., song, art, poem, story, essay, speech).	<b>E1: Understanding Emotion</b>	Students will be able to explain how emotion and feeling are conveyed in a text and/or their personal experience.	Ladder E
<b>F3: Playing With Words</b>	Students will be able to accurately apply figurative language and new vocabulary to newly created contexts.	<b>F2: Thinking About Words</b>	Students will be able to analyze the use of words within the context as related to the theme of a text.	<b>F1: Understanding Words</b>	Students will be able to identify and explain the meaning of figurative language or new vocabulary within the context of a story or poem.	Ladder F

**TABLE 1**  
**Goals and Objectives of Jacob's Ladder by Ladder and Rung**

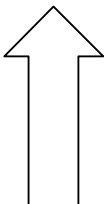
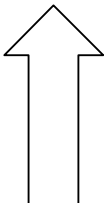
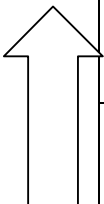
<b>A3: Consequences and Implications</b> Students will be able to predict character actions and story outcomes and make real-world forecasts.	<b>B3: Generalizations</b> Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.	<b>C3: Main Idea, Theme, or Concept</b> Students will be able to identify a major idea or theme common throughout the text.	<b>D3: Creative Synthesis</b> Students will be able to create something new using what they have learned from the reading and their synopses.	<b>E3: Using Emotion</b> Students will be able to analyze how emotion affects the passage and/or the reader.	<b>F3: Reflecting</b> Students will be able to (a) evaluate ideas and plans, (b) provide new plans of action, and (c) explain the pros/cons of a given selection.
<b>A2: Cause and Effect</b> Students will be able to identify and predict relationships between character behavior and story events and their effects upon other characters or events.	<b>B2: Classifications</b> Students will be able to categorize different aspects of the text or identify and sort categories from a list of topics or details.	<b>C2: Inference</b> Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.	<b>D2: Summarizing</b> Students will be able to provide a synopsis of text sections.	<b>E2: Expressing Emotion</b> Students will be able to articulate their feelings through a variety of media (e.g., song, art, poem, story, essay, speech).	<b>F2: Monitoring and Assessing</b> Students will be able to analyze a plan of action (including implications, consequences, and big ideas) and articulate future goals to accomplish a task.
<b>A1: Sequencing</b> Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.	<b>B1: Details</b> Students will be able to list specific details or recall facts related to the text or generate a list of ideas about a specific topic or character.	<b>C1: Literary Elements</b> Students will be able to identify and explain specific story elements, such as character, setting, or poetic device.	<b>D1: Paraphrasing</b> Students will be able to restate lines read using their own words.	<b>E1: Understanding Emotion</b> Students will be able to explain how emotion and feeling are conveyed in a text and/or their personal experience.	<b>F1: Planning and Goal Setting</b> Students will be able to explain and design an outline or plan given certain stimuli.
<b>Ladder A</b>	<b>Ladder B</b>	<b>Ladder C</b>	<b>Ladder D</b>	<b>Ladder E</b>	<b>Ladder F</b>

<b>Ladder A:</b> <b>Implications and Consequences</b> (Reasoning and Connecting)	<b>Ladder B:</b> <b>Concept Development</b> (Abstract connections within and across disciplines)	<b>Ladder C:</b> <b>Content within a Discipline</b> (Content Understanding and Inference-making)	<b>Ladder D:</b> <b>Products or Discussions as a Synthesis of Learning and Creativity</b>
<b>Implications/Consequences</b> *What are the short and long term effects of x on y? *What are the positive outcomes of x? Negative? *What might happen if x was changed? *What are the consequences of x on y? *What are the implications of...? *Should.....? Why?	<b>Generalizations</b> *What does this passage say about changes over time? The use and abuse of power? *What are two true statements about _____ based on this passage/lecture/experiment/ problem set? *What generalizations can you make about x from y? *What is the relationship between concept A and concept B in this (problem, experiment, story, time period)?	<b>Themes/Concepts/Big Ideas</b> *Is _____ or _____ a better _____? *How do different perspectives support or deny the idea that....? What do you think? *How does the author use tone and mood to support the idea that....? *How is the theme of x demonstrated/revealed through y?	<b>Creative Synthesis</b> *Create/design/write/develop a _____ that _____ and _____.
<b>Cause/Effect Relationships</b> *What caused x to _____? How do you know? *What caused x, and how does x impact...? *What effect does x have on y?	<b>Classifications</b> *How would you classify ....? *Organize the xxx into a chart that shows..... *Create a T chart/Venn diagram that shows... *Examine multiple perspectives on the issue and...	<b>Inferences</b> *What is meant by.... *How do we know that.... *What is the point of ..... *What can you infer about x based on y? *What evidence do you have to suggest that...	<b>Summarizing</b> *What are the most important or key ideas _____ that _____? *This _____ was about _____ because..... *Summarize the main idea of... *This is important because....
<b>Sequencing</b> *Create a timeline of x that shows... *Sequence the events that led to... *Explain, step by step how....	<b>Details</b> *What details in the passage/lecture/experiment/document support the idea that...? *What do the details from x tell us about y? *List examples that show different rules of...	<b>Facts/Elements/Factors</b> *What is the.....? *What elements support....? *What factors might we consider....?	<b>Paraphrasing</b> *Explain..... *Retell..... *What does..... *What is meant by...? *What are _____ facts that... *Explain how you would solve...

Jacob's Ladder Sample Questions and Stems  
(Various Question stems from Stambaugh & Van Tassel-Baska, 2011)

	Ladder A	Ladder B
	<b>Implications/Consequences</b> <ul style="list-style-type: none"> <li>- What would be the consequences if....?</li> <li>- What would have happened if the crow had kept putting his beak in the pitcher? Flown away? Broken the pitcher? Waited for rain?</li> <li>- What are the implications of ____?</li> <li>- What were the consequences of...? Do you think ____ would have ____ if ____? Why or why not?</li> <li>- What were the implications of gender on Marie's accomplishments?</li> </ul>	<b>Generalizations</b> <ul style="list-style-type: none"> <li>- What generalizations can you make about <u>concept</u> based on your list? (concept = independence, truth, conformity, etc.)</li> <li>- Write at least three generalizations about the role of language in establishing the mood, tone, and/or theme of the poem.</li> <li>- What generalizations can you make about ____'s role in the development of ____?</li> <li>- Write two generalizations about sunsets.</li> </ul>
	<b>Cause-Effect</b> <ul style="list-style-type: none"> <li>- What is the effect of __ on __?</li> <li>- What are three effects of ____?</li> <li>- What are the causes of ____?</li> <li>- Explain three causes of ____</li> <li>- What caused the water to reach the crow? What overall effect did it have on the crow?</li> <li>- What caused the major conflict? How does it impact (the rest of the story/future events)?</li> </ul>	<b>Classifications</b> <ul style="list-style-type: none"> <li>- Classify your list into categories. Do not include an "other" category.</li> <li>- Classify these words into categories.</li> <li>- How would you classify ____'s contributions?</li> <li>- Classify the problems into categories...</li> <li>- What patterns do you notice in your list?</li> </ul>
	<b>Sequencing</b> <ul style="list-style-type: none"> <li>- Describe, in order the steps....</li> <li>- What steps did the crow use to get the water? List them in order.</li> <li>- What would have happened if...</li> <li>- Provide a timeline of major events...What do you see as the three most important events?</li> <li>- It is said that one success leads to another. How is this illustrated in the life of ____? Sequence the series of positive events.</li> <li>- What are the major sections of the text? List them and describe the major points in each.</li> </ul>	<b>Details</b> <ul style="list-style-type: none"> <li>- List the ways in which the author thinks that American should exert her independence.</li> <li>- Think about all the words the author uses to describe the setting. List them.</li> <li>- List the details that show how ____ (Person) contributed to ____.</li> </ul>

Jacob's Ladder Sample Questions and Stems  
(Various Question stems from Stambaugh & Van Tassel-Baska, 2011)

	Ladder C	Ladder D
    	<b>Theme/Concept</b> <ul style="list-style-type: none"> <li>- How does the text exemplify the theme of conformity vs. individuality?</li> <li>- If you were to write an epitaph for ___ to be placed on his/her tombstone, what would it be?</li> <li>- The concept of guilt is never explicitly mentioned in the story, yet it is central to the story. Describe how Poe uses the concept of guilt.</li> <li>- What is the overall theme of this selection? Write a new title that better represents the theme.</li> <li>- Create a motto for the Assyrian Empire, alluding to the concept of power.</li> <li>- What is the theme? How would the theme be different if the story were told from a different point of view?</li> <li>- What does ____'s speech reveal about the concept of liberty?</li> </ul>	<b>Creative Synthesis</b> <ul style="list-style-type: none"> <li>- Pretend you are an interested party from the audience who has just heard ____'s speech. How would you react to the message? Create a reaction form a different stakeholder's perspective.</li> <li>- Create a fable containing two characters and a situation that shows a similar moral.</li> <li>- Create a poem or picture about one scene in the story. Why did you select the scene you did?</li> <li>- Create a metaphor that represents Margaret's life. It may be an object or a concept. Explain why you have chosen your representation.</li> <li>- Create a short story that depicts a character like Poe's in respect to his not being able to conceal his crime.</li> </ul>
	<b>Inference</b> <ul style="list-style-type: none"> <li>- What can you infer about___ based on the evidence regarding/about....</li> <li>- What inferences can you make about ___ motives?</li> <li>- What inferences can you draw from ___</li> <li>- What evidence do we have that the nightingale will not survive?</li> <li>- What inferences can you make about the importance of agriculture on civilization? (consider labor, hierarchy of leadership, land, religion, and art).</li> </ul>	<b>Summarize</b> <ul style="list-style-type: none"> <li>- In three sentences or less, summarize the message Lincoln is trying to convey to the people.</li> <li>- Summarize the story from ___ point of view.</li> <li>- Summarize the meaning of ____ (symbol) in the story.</li> <li>- Summarize the importance of the Nile for ancient Egyptian civilizations.</li> </ul>
	<b>Literary Elements/Characterization</b> <ul style="list-style-type: none"> <li>- Why has the Assyrian Empire been characterized as a society that uses fear to maintain its empire?</li> <li>- Would you characterize___ as a hero? Use details to support your answer.</li> <li>- What were Marie Curie's strongest characteristics? How did these traits help her to be a successful scientist?</li> <li>- What words and phrases does the author use to describe the setting? What effect does this have on the reader? On the characters?</li> </ul>	<b>Paraphrase</b> <ul style="list-style-type: none"> <li>- In your own words, paraphrase ____'s statement, "...."</li> <li>- Paraphrase the meaning of the first paragraph... How does it set the stage for what follows?</li> <li>- What is meant by "....."?</li> </ul>

Ladder E	Ladder F
<p><b>Using Emotion</b></p> <ul style="list-style-type: none"> <li>- How do thoughts and feelings mingle in this poem?</li> <li>- How do companies use the concept of beauty or lack thereof to sell products? Write a persuasive essay that conveys your thoughts and feelings on using beauty as a tool for sales and use evidence to support your ideas.</li> <li>- Analyze the use of emotion in the speech. Create a table with phrases in the speech and the emotions evoked to illustrate how emotions are used to evoke action. Then write a statement about how emotional arguments can be used.</li> <li>- Are speeches or poems a better way to convey emotion and express a point? Justify your thinking using one or the other.</li> </ul>	<p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li>- The role of mentors in the development of talent are important. How have mentors influenced your life or not? How did mentorship support _____?</li> <li>- What do you see as the advantages and disadvantages of Dickinson's life? How do these compare to yours?</li> </ul>
<p><b>Expressing Emotion</b></p> <ul style="list-style-type: none"> <li>- Many people like to holiday or live near water. Water becomes an emotional force. Express in your own words the power water has to affect your emotions and mood.</li> <li>- Create a charm bracelet that symbolizes your idea of beauty. How do your symbols compare to others? Societal norms? The story?</li> <li>- Express your outrage about an injustice in which you feel deeply by writing a journal entry. How does writing about your feelings affect you?</li> <li>- What emotions does each author want his readers to acknowledge? How do the poem and speech differ in their expressions of emotion?</li> </ul>	<p><b>Monitoring and Assessing</b></p> <ul style="list-style-type: none"> <li>- _____'s accomplishments were extraordinary and highly rewarded. What are appropriate markers to strive for in a scientific career?</li> <li>- How will you assess your successes and failures in life? What criteria will use? How does these compare to X?</li> </ul>
<p><b>Understanding Emotion</b></p> <ul style="list-style-type: none"> <li>- What are characteristics of water that affect mood according to Yeats and want people to live near it? How does he evoke the emotional pull of water in the poem?</li> <li>- How does de Maupassant use humor to convey his ideas about beauty?</li> <li>- The author uses strong language to denounce the issue of _____. How does he appeal to human emotion? How does this make you want to respond?</li> <li>- Compare the poem and speech. What words or pleas did each use to evoke emotion?</li> </ul>	<p><b>Planning and Goal Setting</b></p> <ul style="list-style-type: none"> <li>- Based on X's life, what advice you give to young women who want to go into a male dominated field?</li> <li>- Some people have harshly judged Dickinson as living a failed life because she never graduated from college, never married, and never left her home. What are your views? How will you plan your life choices in 5, 10, 15, and 20 years? How do you define success?</li> </ul>



# A Haunted House

*By Virginia Woolf*

Whatever hour you woke there was a door shutting. From room to room they went, hand in hand, lifting here, opening there, making sure—a ghostly couple.

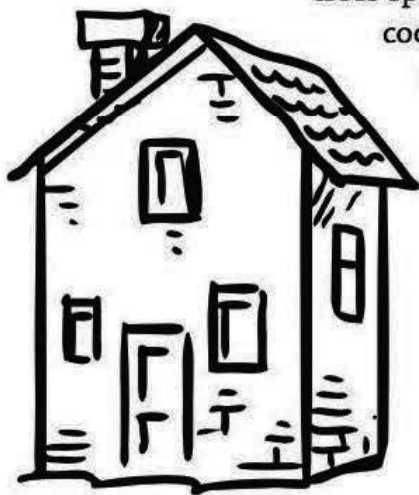
“Here we left it,” she said. And he added, “Oh, but here too!” “It’s upstairs,” she murmured. “And in the garden,” he whispered. “Quietly,” they said, “or we shall wake them.”

But it wasn’t that you woke us. Oh, no. “They’re looking for it; they’re drawing the curtain,” one might say, and so read on a page or two. “Now they’ve found it,” one would be certain, stopping the pencil on the margin. And then, tired of reading, one might rise and see for oneself, the house all empty, the doors standing open, only the wood pigeons bubbling with content and the hum of the threshing machine sounding from the farm. “What did I come in here for? What did I want to find?” My hands were empty. “Perhaps it’s upstairs then?” The apples were in the loft. And so down again, the garden still as ever, only the book had slipped into the grass.

But they had found it in the drawing room. Not that one could ever see them. The windowpanes reflected apples, reflected roses; all the leaves were green in the glass. If they moved in the drawing room, the apple only turned its yellow side. Yet, the moment after, if the door was opened, spread about the floor, hung upon the walls, pendant from the ceiling—what? My hands were empty. The shadow of a thrush crossed the carpet; from the deepest wells of silence the wood pigeon drew its bubble of sound. “Safe, safe, safe,” the pulse of the house beat softly. “The treasure buried; the room . . .” the pulse stopped short. Oh, was that the buried treasure?

A moment later the light had faded. Out in the garden then? But the trees spun darkness for a wandering beam of sun. So fine, so rare, coolly sunk beneath the surface the beam I sought always burned behind the glass. Death was the glass; death was between us, coming to the woman first, hundreds of years ago, leaving the house, sealing all the windows; the rooms were darkened. He left it, left her, went North, went East, saw the stars turned in the Southern sky; sought the house, found it dropped beneath the Downs. “Safe, safe, safe,” the pulse of the house beat gladly. “The Treasure yours.”

The wind roars up the avenue. Trees stoop and bend this way and that. Moonbeams splash and spill wildly



in the rain. But the beam of the lamp falls straight from the window. The candle burns stiff and still. Wandering through the house, opening the windows, whispering not to wake us, the ghostly couple seek their joy.

"Here we slept," she says. And he adds, "Kisses without number." "Waking in the morning—" "Silver between the trees—" "Upstairs—" "In the garden—" "When summer came—" "In winter snowtime—" The doors go shutting far in the distance, gently knocking like the pulse of a heart.

Nearer they come, cease at the doorway. The wind falls, the rain slides silver down the glass. Our eyes darken, we hear no steps beside us; we see no lady spread her ghostly cloak. His hands shield the lantern. "Look," he breathes. "Sound asleep. Love upon their lips."

Stooping, holding their silver lamp above us, long they look and deeply. Long they pause. The wind drives straightly; the flame stoops slightly. Wild beams of moonlight cross both floor and wall, and, meeting, stain the faces bent; the faces pondering; the faces that search the sleepers and seek their hidden joy.

"Safe, safe, safe," the heart of the house beats proudly. "Long years—" he sighs. "Again you found me." "Here," she murmurs, "sleeping; in the garden reading; laughing, rolling apples in the loft. Here we left our treasure—" Stooping, their light lifts the lids upon my eyes. "Safe! safe! safe!" the pulse of the house beats wildly. Waking, I cry "Oh, is this your buried treasure? The light in the heart."

# The Princess and the Pea

*By Hans Christian Andersen*

There was once a prince, and he wanted a princess, but then she must be a *real* princess. He travelled right around the world to find one, but there was always something wrong. There were plenty of princesses, but whether they were real princesses he had great difficulty in discovering; there was always something which was not quite right about them. So at last he had come home again, and he was very sad because he wanted a real princess so badly.

One evening there was a terrible storm; it thundered and lightened and the rain poured down in torrents; indeed it was a fearful night.

In the middle of the storm, somebody knocked at the town gate, and the old King himself went to open it.

It was a princess who stood outside, but she was in a terrible state from the rain and the storm. The water streamed out of her hair and her clothes, it ran in at the top of her shoes and out at the heel, but she said that she was a real princess.

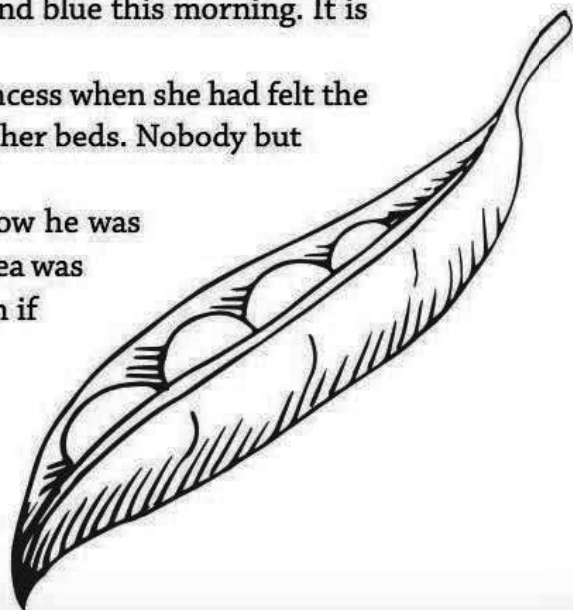
"Well, we shall soon see if that is true," thought the old Queen, but she said nothing. She went into the bedroom, took all the bedclothes off and laid a pea on the bedstead. Then she took twenty mattresses and piled them on top of the pea, and then twenty feather beds on top of the mattresses. This was where the princess was to sleep that night. In the morning they asked her how she slept.

"Oh, terribly bad!" said the princess. "I have hardly closed my eyes the whole night! Heaven knows what was in the bed. I seemed to be lying upon some hard thing, and my whole body is black and blue this morning. It is terrible!"

They saw at once that she must be a real princess when she had felt the pea through twenty mattresses and twenty feather beds. Nobody but a real princess could have such a delicate skin.

So the prince took her to be his wife, for now he was sure that he had found a real princess, and the pea was put into the Museum, where it may still be seen if no one has stolen it.

Now this is a true story.



# The Woman and the Physician

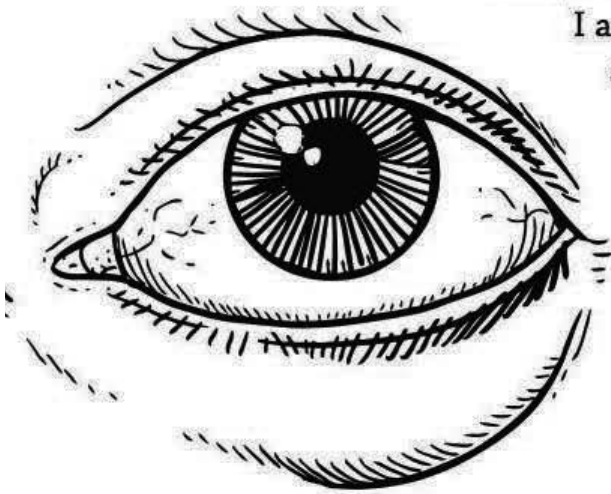
*By Aesop*

An Old Woman having lost the use of her eyes, called in a Physician to heal them, and made this bargain with him in the presence of witnesses: that if he should cure her blindness, he should receive from her a sum of money; but if her infirmity remained, she should give him nothing. This agreement being made, the Physician, time after time, applied his salve to her eyes, and on every visit took something away, stealing all her property little by little. And when he had got all she had, he healed her and demanded the promised payment. The Old Woman, when she recovered her sight and saw none of her goods in her house, would give him nothing. The Physician insisted on his claim, and, as she still refused, summoned her before the Judge. The Old Woman, standing up in the Court, argued: "This man here speaks the truth in what he says; for I did promise to give him a

sum of money if I should recover my sight: but if I continued blind, I was to give him nothing. Now he declares that

I am healed. I on the contrary affirm that I am still blind; for when I lost the use of my eyes,

I saw in my house various chattels and valuable goods: but now, though he swears I am cured of my blindness, I am not able to see a single thing in it."



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## Available from Hawker Brownlow Education

Qty	Code	Title	Price
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