

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

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**TAMRA STAMBAUGH**

**SUNDAY 20 MAY**

**Session 2**

**Simple Models for Asking Complex  
Questions in English, Social Science  
and Humanities Classrooms**

**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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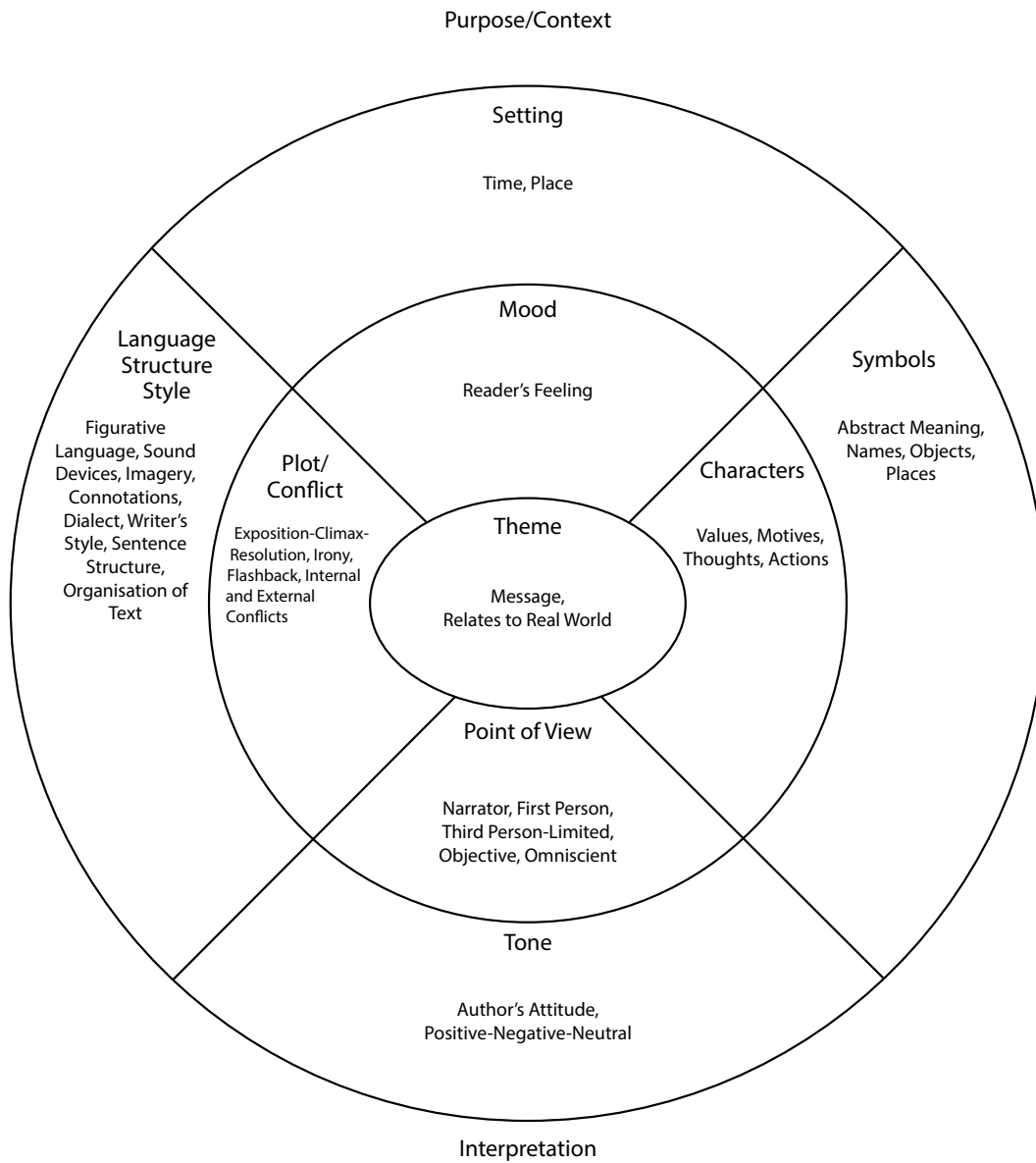
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In the Mind's Eye

**LITERARY ANALYSIS WHEEL GUIDE**

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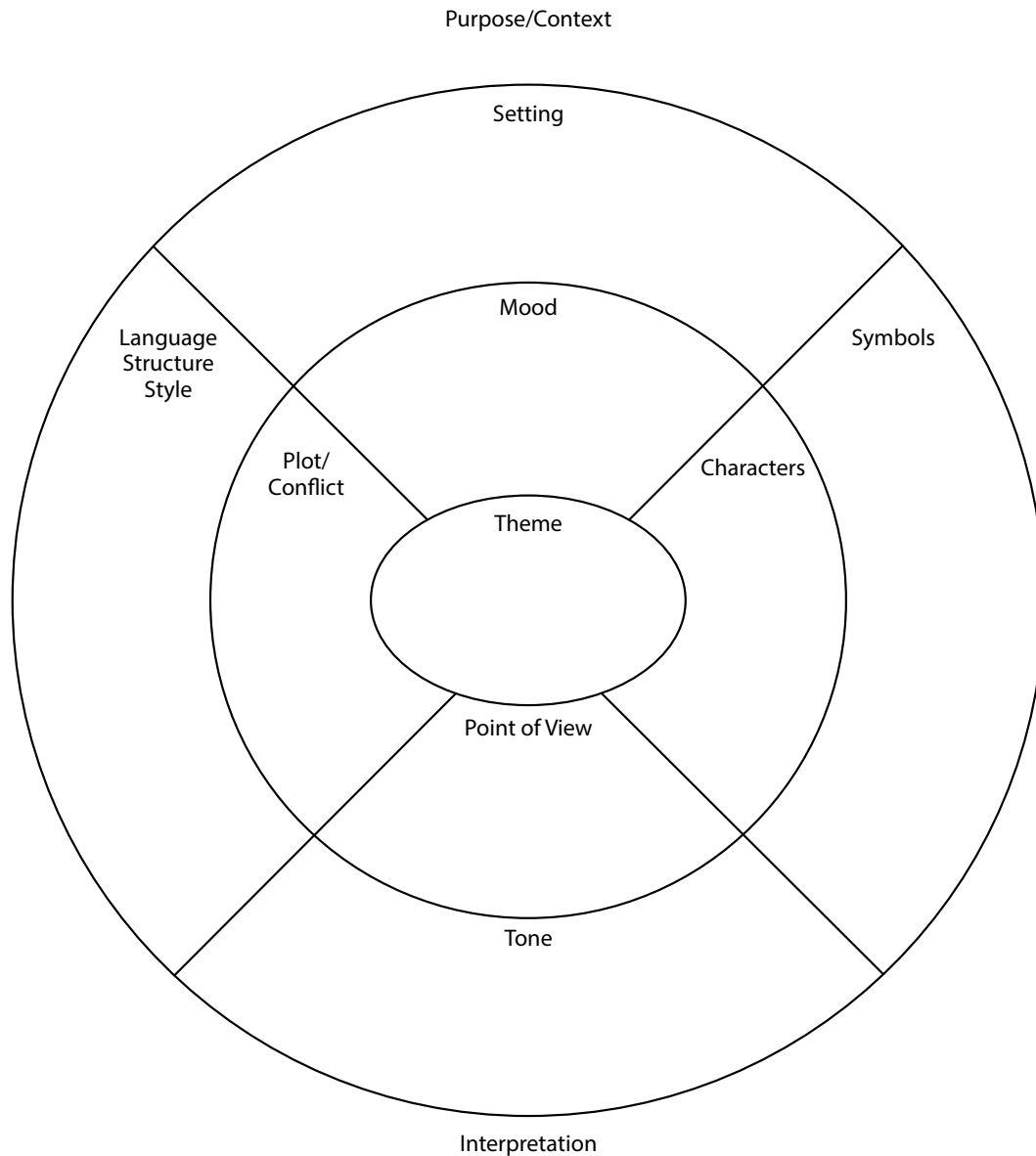
## In the Mind's Eye

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**Directions:** Draw arrows across elements to show connections.

**Text:** \_\_\_\_\_



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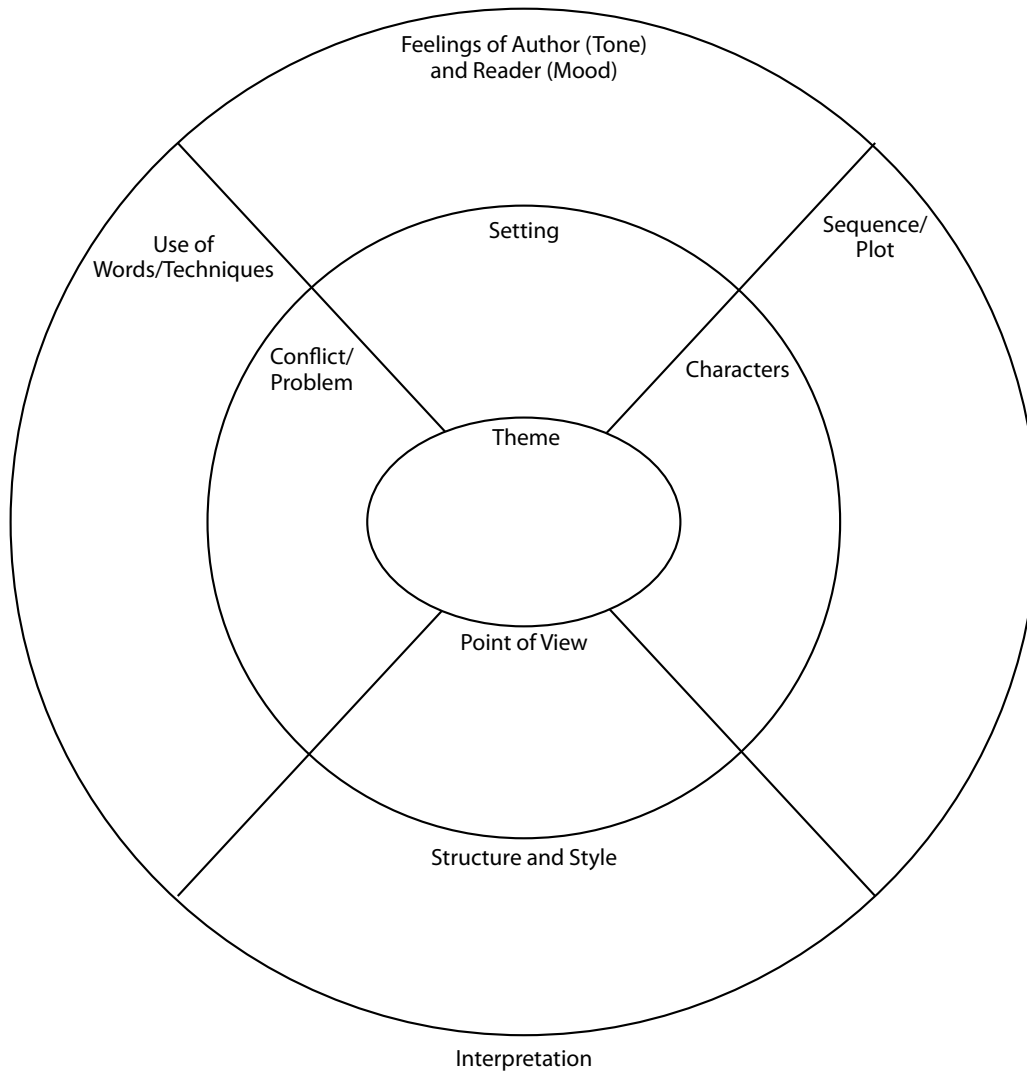
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Interactions in Ecology and Literature

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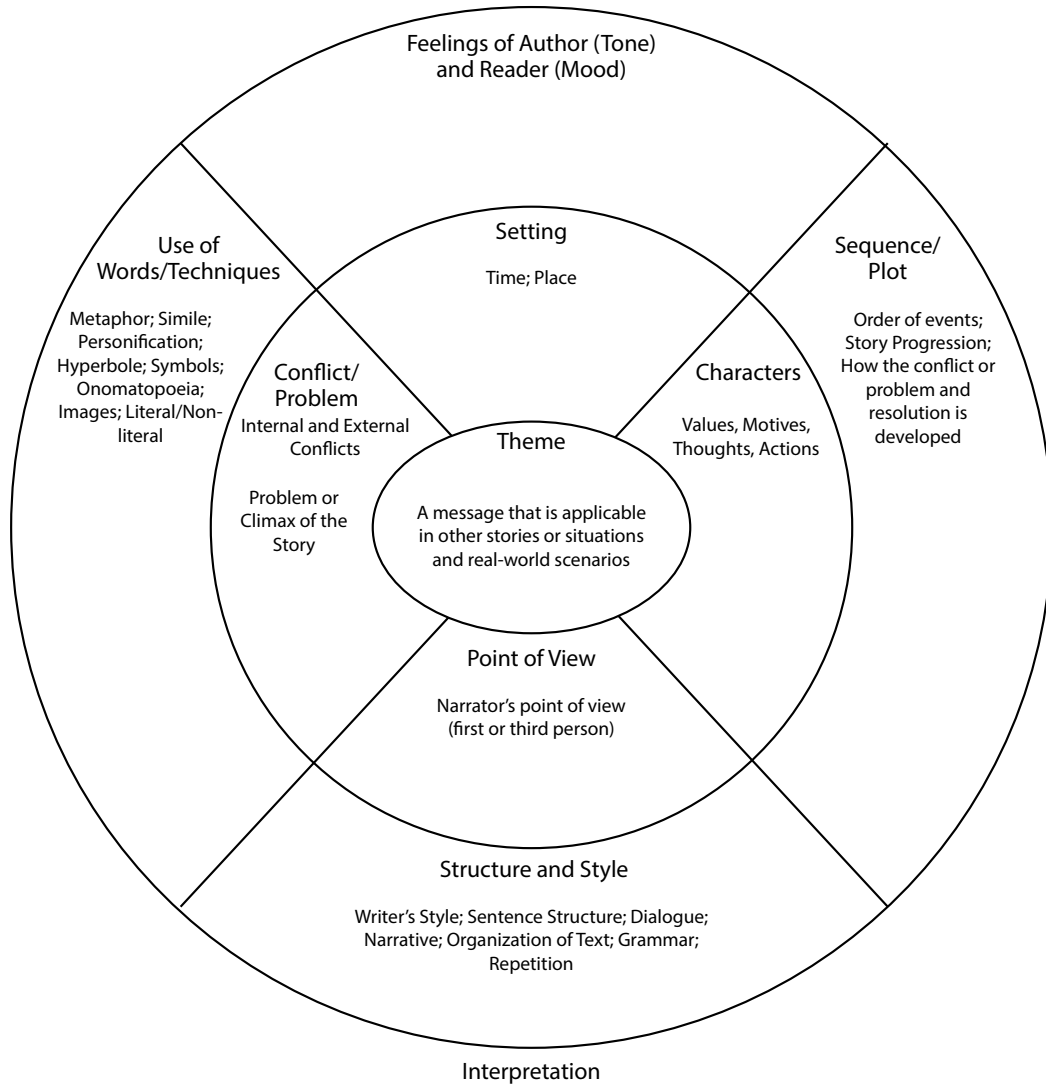
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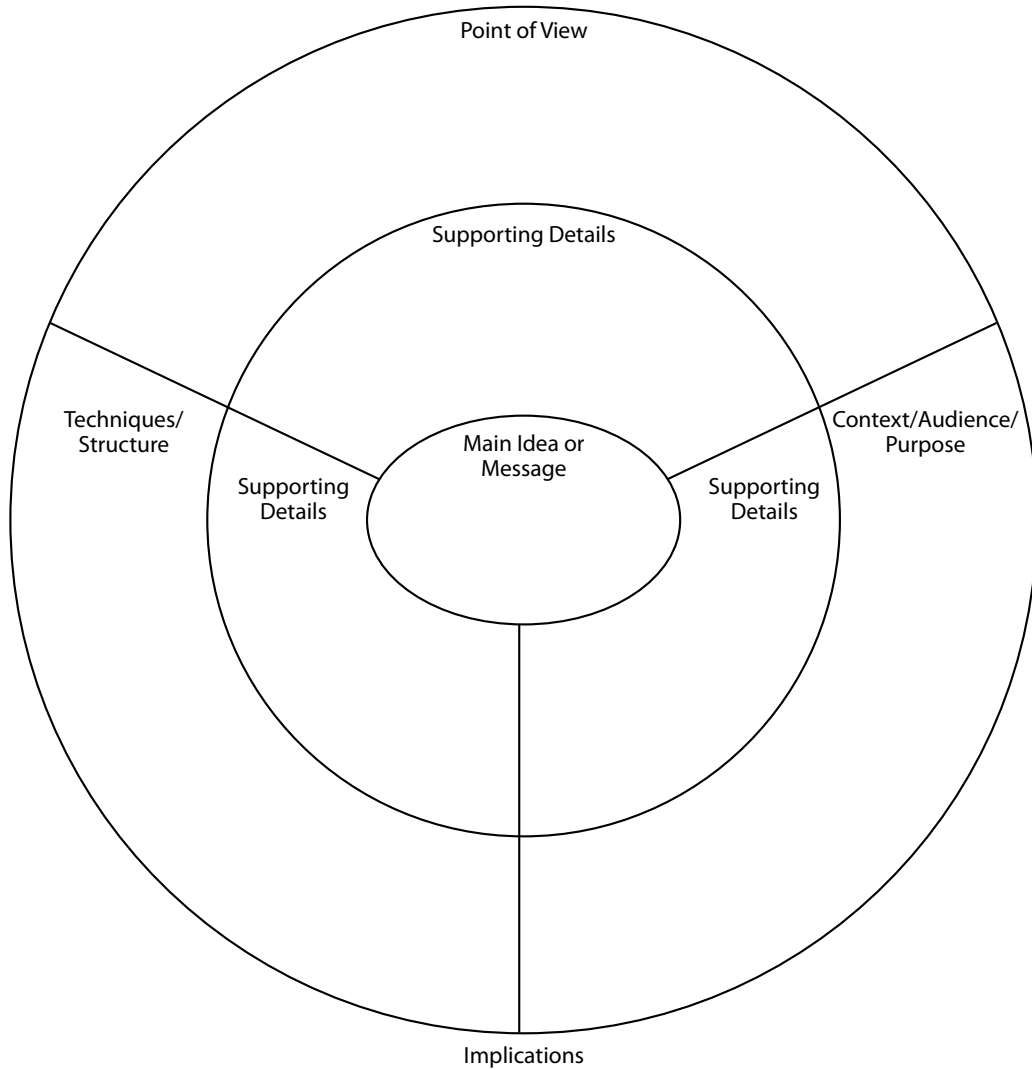
Interactions in Ecology and Literature

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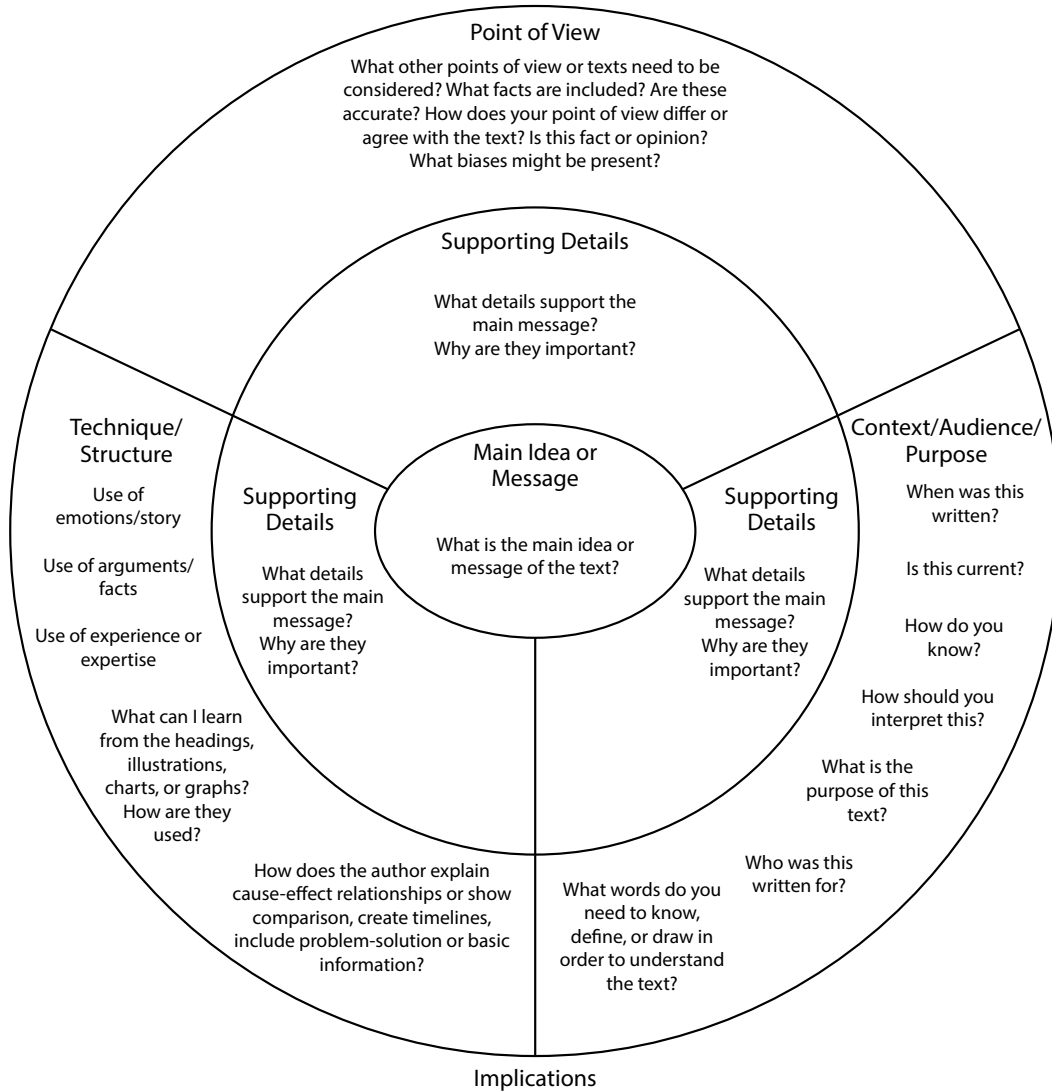


Interactions in Ecology and Literature

**TEXT ANALYSIS WHEEL—PRIMARY GUIDE**

**Directions:** Draw arrows across elements to show connections.

**Text:** \_\_\_\_\_



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 Some questions are adapted from the CCSS for ELA (National Governors Association for Best Practices & Council of Chief State School Officers, 2010).

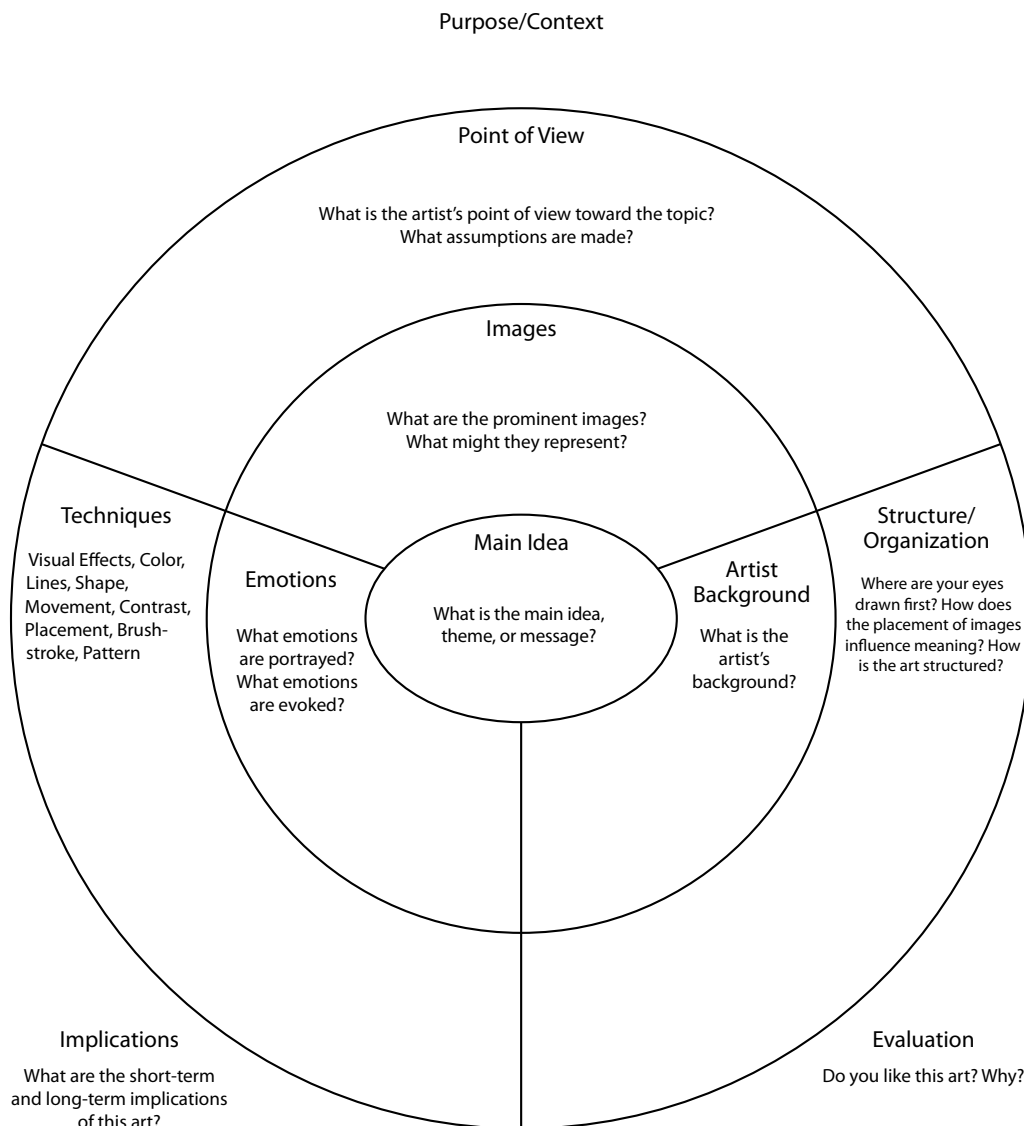
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Interactions in Ecology and Literature

**VISUAL ANALYSIS WHEEL GUIDE**

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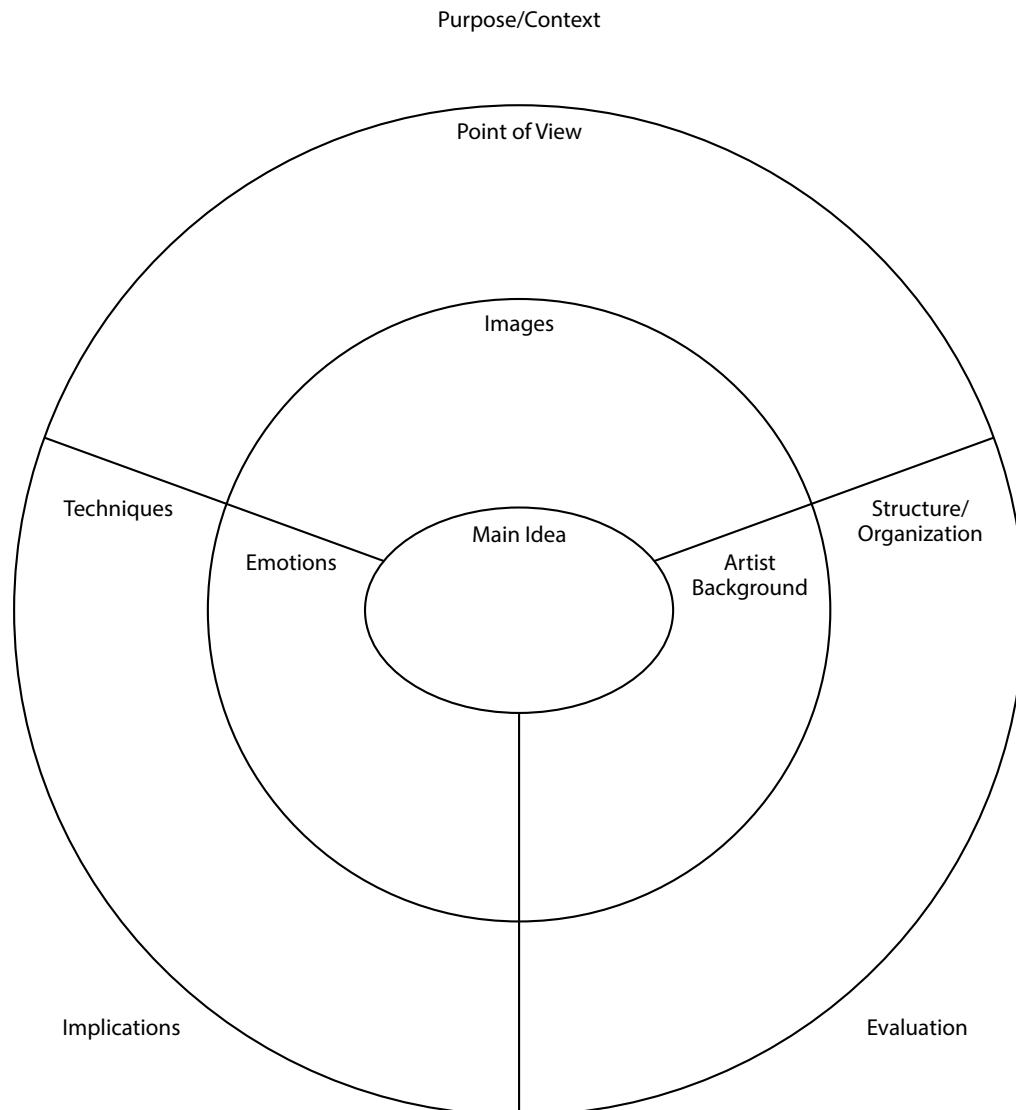
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**Directions:** Draw arrows across elements to show connections.

**Art Piece:** \_\_\_\_\_



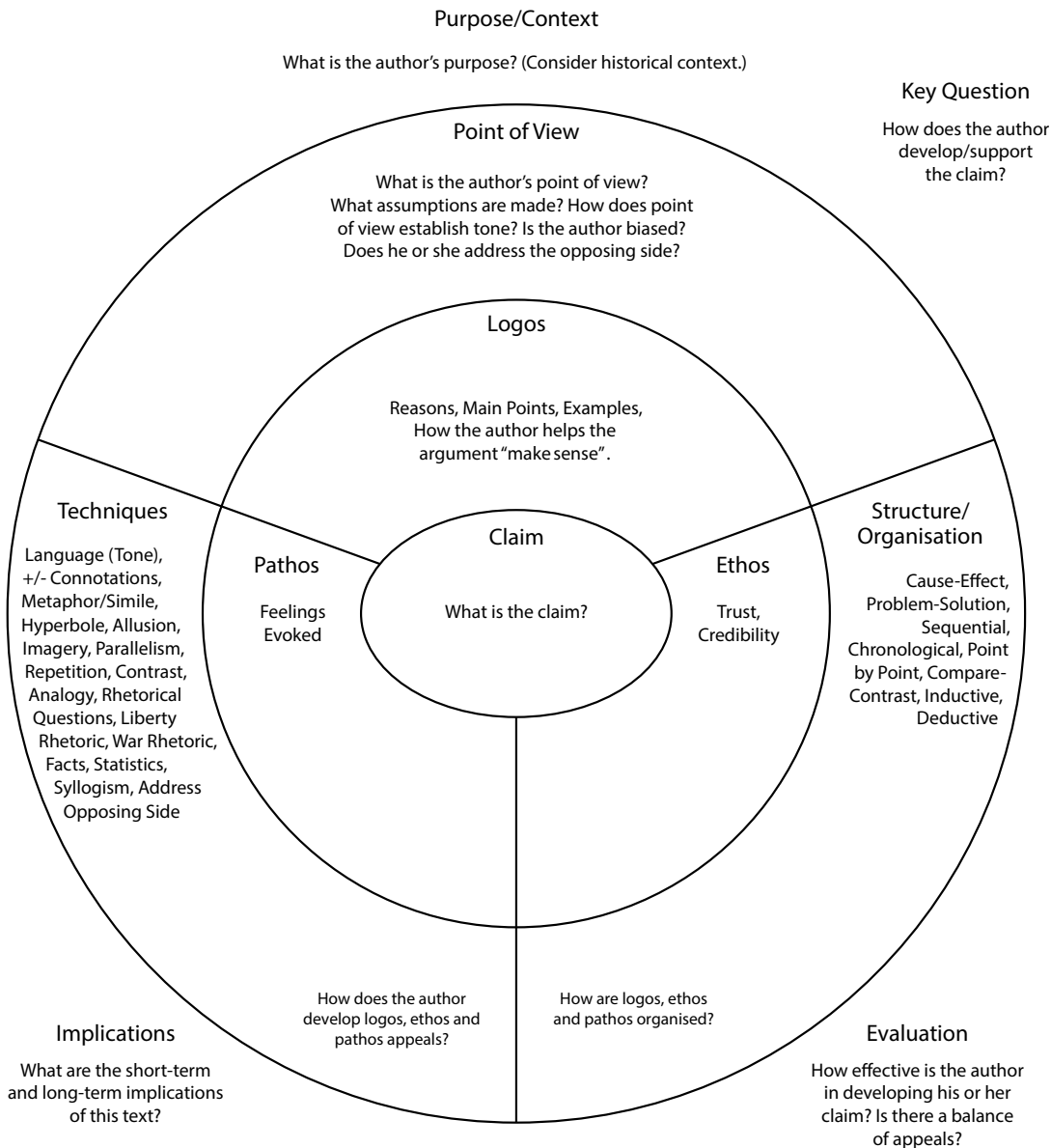
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In the Mind's Eye

**RHETORICAL ANALYSIS WHEEL GUIDE**

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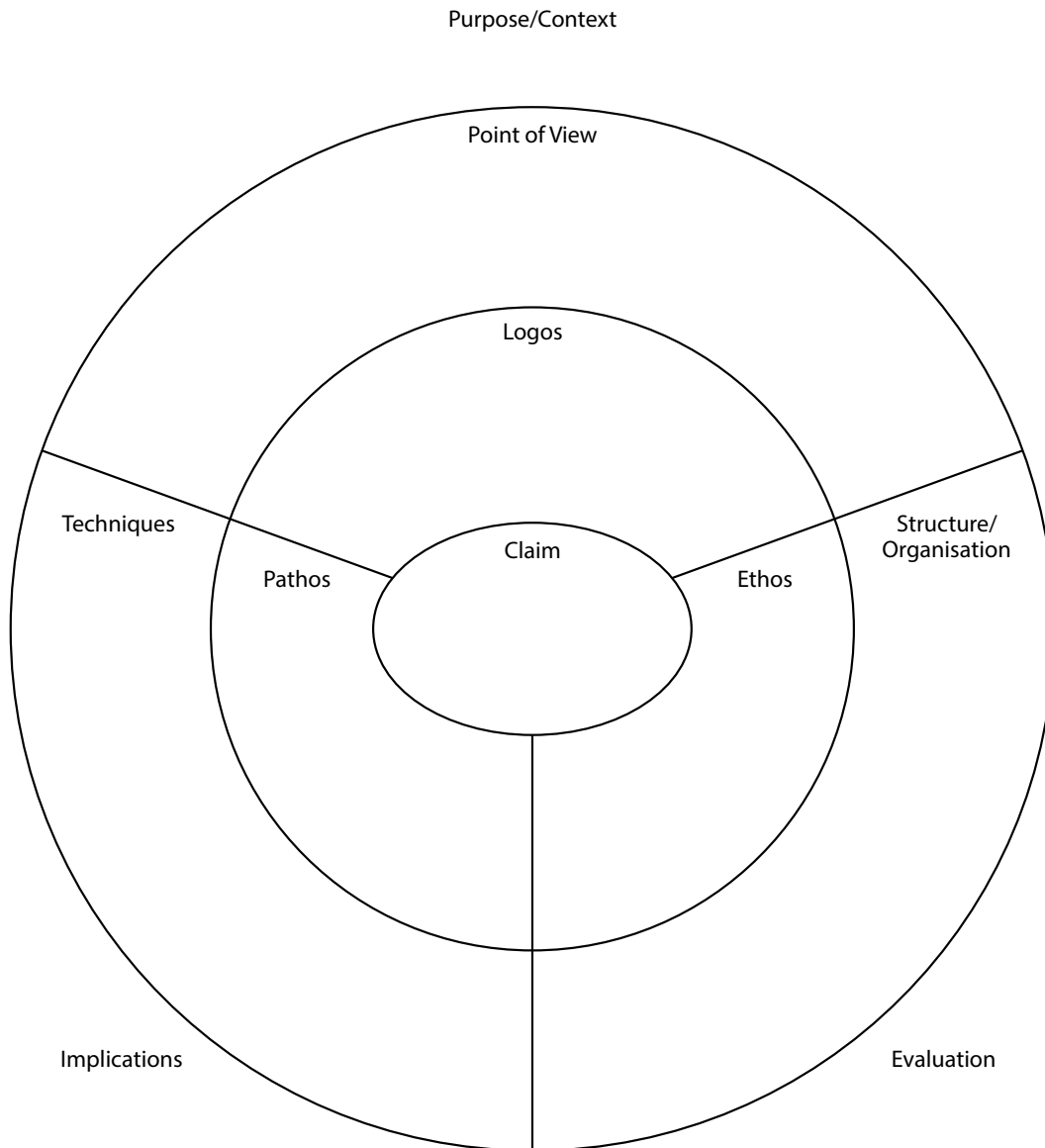
In the Mind's Eye

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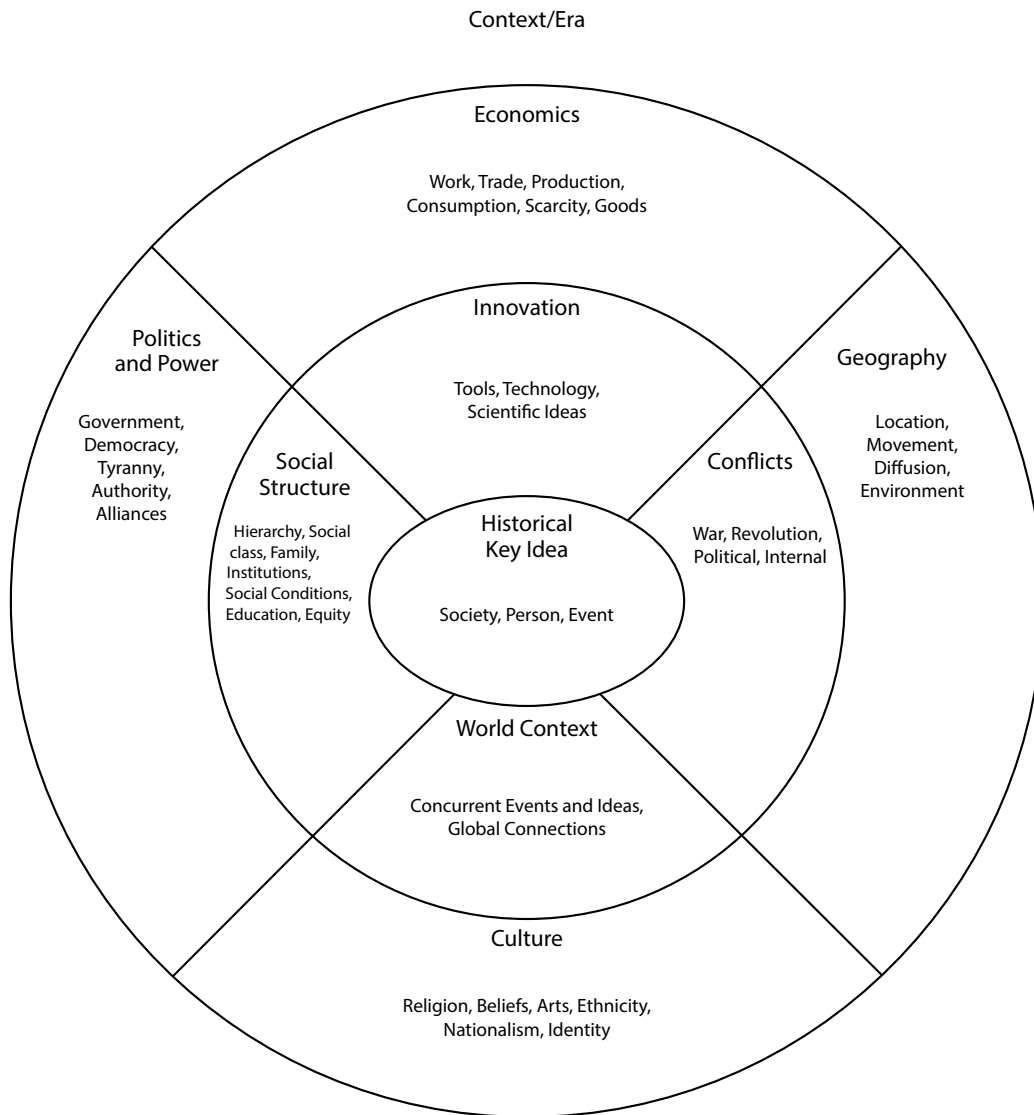
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Finding Freedom

**SOCIAL STUDIES CONNECTIONS WHEEL GUIDE**

Text: \_\_\_\_\_



**Implications**  
Consider how each of the factors interact to produce problems, solutions, and new ideas.

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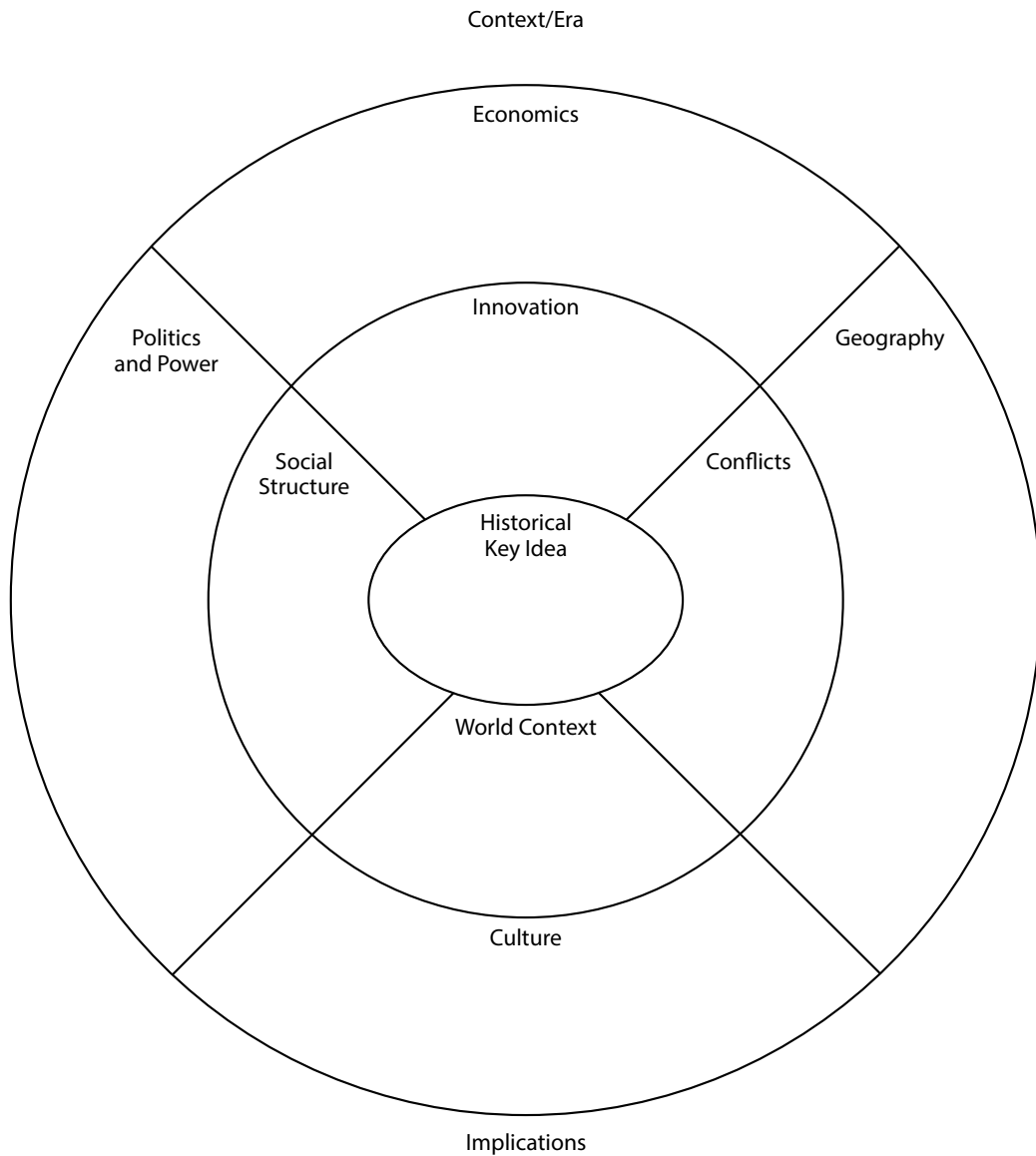
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Finding Freedom

**BLANK SOCIAL STUDIES CONNECTIONS WHEEL**

**Directions:** Draw arrows across elements to show connections.

**Text:** \_\_\_\_\_



Consider how each of the factors interact to produce problems, solutions, and new ideas.

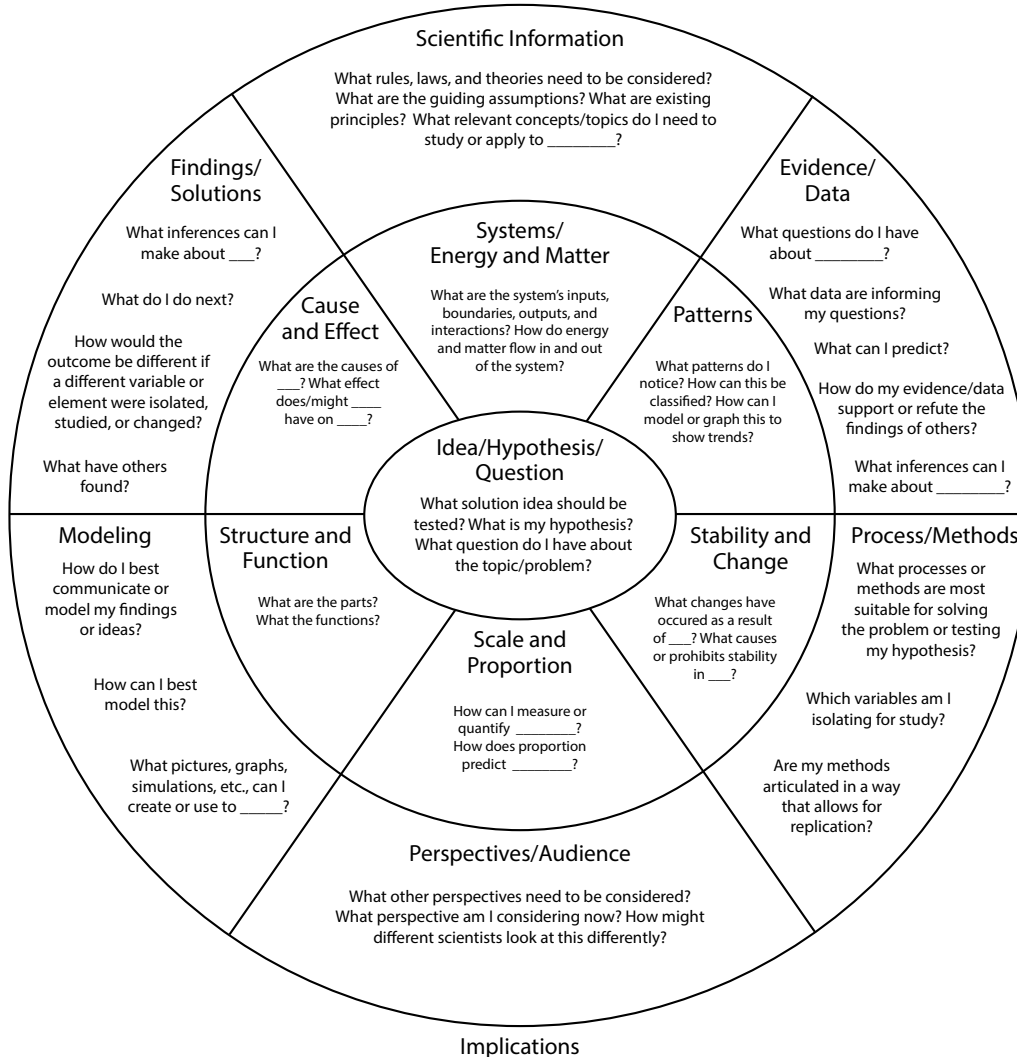
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Interactions in Ecology and Literature

**SCIENCE ANALYSIS WHEEL GUIDE**

Real-World Issue or Problem: \_\_\_\_\_



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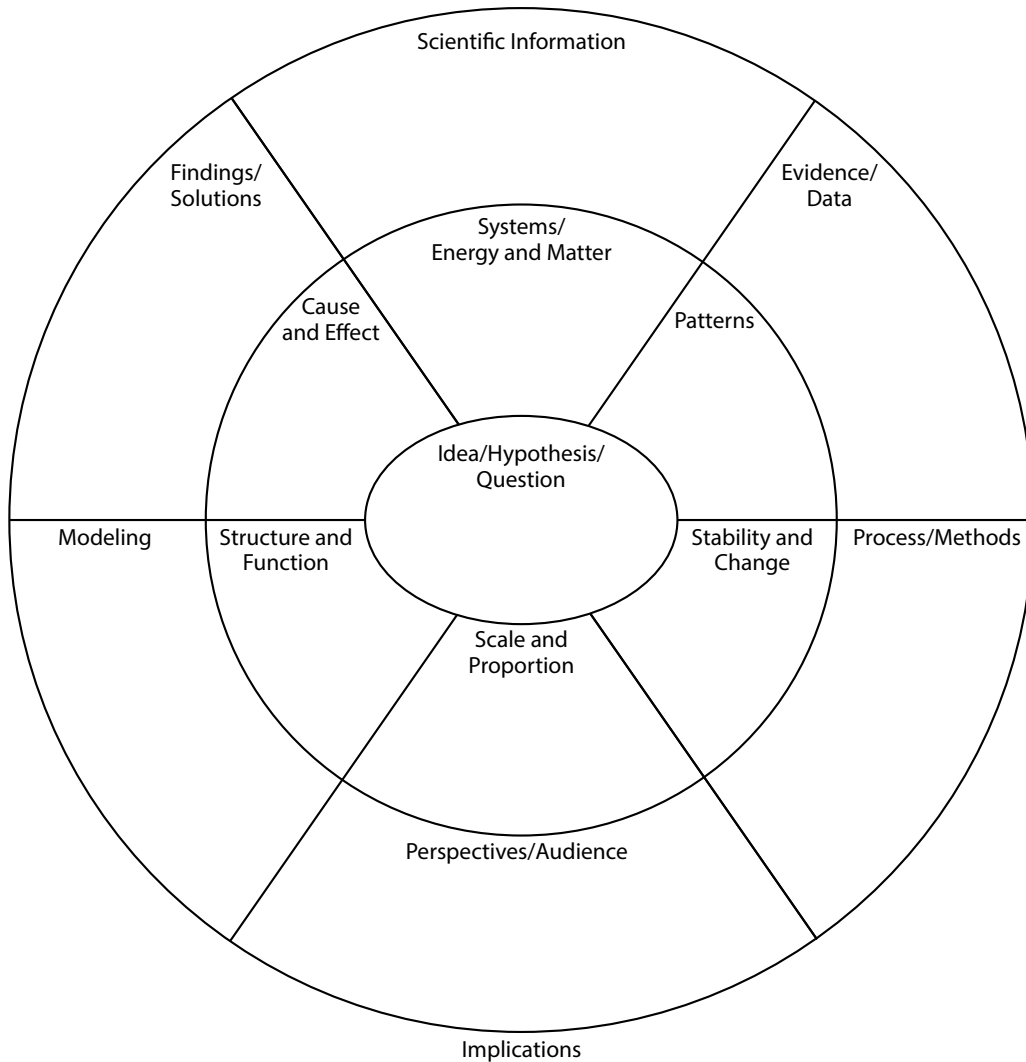
The middle section of the Science Analysis Wheel is adapted from the Next Generation Science Standards Crosscutting Concepts (National Research Council, 2012).



Interactions in Ecology and Literature

**BLANK SCIENCE ANALYSIS WHEEL**

**Real-World Issue or Problem:** \_\_\_\_\_



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The middle section of the Science Analysis Wheel is adapted from the Next Generation Science Standards Crosscutting Concepts (National Research Council, 2012).

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## Applying the Models to Add Complexity

Content-Specific Examples	
Literary Elements	<p>How does the <i>setting</i> influence the <i>conflict</i>?</p> <p>How does <i>alliteration</i> enhance <i>symbolism</i>?</p> <p>How would the <i>theme</i> change if told from another <i>point of view</i>?</p> <p>How does the author's <i>use of words and pictures</i> interact to help us understand the <i>moral</i>?</p> <p>How do the <i>metaphors and similes</i> help us understand the <i>conflict</i> in the poem?</p> <p>How does the wooded and rainy <i>setting</i> impact the <i>tone</i> of the story?</p> <p>How does the author's <i>use of words and pictures</i> help us understand the <i>purpose</i>?</p>
Social Studies Factors	<p>How does <i>geography</i> affect the <i>economics</i> of the civilization?</p> <p>How is the <i>government</i> influenced by the <i>cultural context</i> of our locale?</p> <p>How might the <i>demographics</i> of Australia have been different if <i>World War II</i> had not occurred?</p> <p>How did the interaction between the world context, social structure, and geography of Australia influenced the economic rise in the early to mid 1800's?</p> <p>Make a map/timeline. Explain how 3 Social Studies factors influenced _____. (e.g., <i>politics, social structure, conflict, geography, economics, innovation, etc.</i>)</p>
Science Content and Concepts	<p>How does the <i>structure</i> of ____ influence <i>change</i> within the <i>system</i>?</p> <p>How can the <i>patterns</i> viewed in the solar system be measured or <i>quantified</i>?</p> <p>How is <i>energy</i> transferred in and out of the <i>cell system</i>?</p> <p>How might I best <i>model or simulate</i> the <i>causes and effects</i> of the transfer of heat on different objects?</p> <p>How do <i>Newton's Laws</i> impact our <i>interpretation</i> of this experiment?</p> <p>What might we predict about the changes over time in the ecosystem if</p> <p>What can you predict the outcome of the problem might be based on previous <i>scientific information</i> you have read?</p> <p>How do <i>past scientific findings</i> impact our understanding of the <i>changes</i> occurring in the Great Barrier Reef?</p> <p>What <i>perspectives</i> are missing from this scientific argument and how might this affect our <i>interpretation of the central problem</i> or result?</p> <p>What <i>evidence or data support</i> or <i>refute your current findings</i> from this experiment?</p>
Textual and Rhetorical Analysis	<p>How does the author's use of <i>logos and pathos</i> interact to create a <i>compelling claim</i>?</p> <p>How did the author's use of <i>repetition</i> promote trust and <i>credibility</i>?</p> <p>How does the <i>point of the view</i> the narrator or speaker impact the <i>claim</i>?</p> <p>What are the <i>short and long-term implications</i> of taking the author's <i>point of view</i>?</p> <p>How do the <i>supporting details</i> help us understand the author's <i>point of view</i>?</p> <p>How does the use of <i>personal anecdotes</i> help us know whether or not the article is <i>fact or opinion</i>?</p> <p>How do the <i>graphs and headings</i> support the <i>main idea</i> or <i>message</i> of the text?</p>

Adapted from VanTassel-Baska & Stambaugh (2016); Mofield & Stambaugh (2016); Stambaugh & Mofield (2018)



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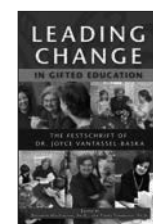
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