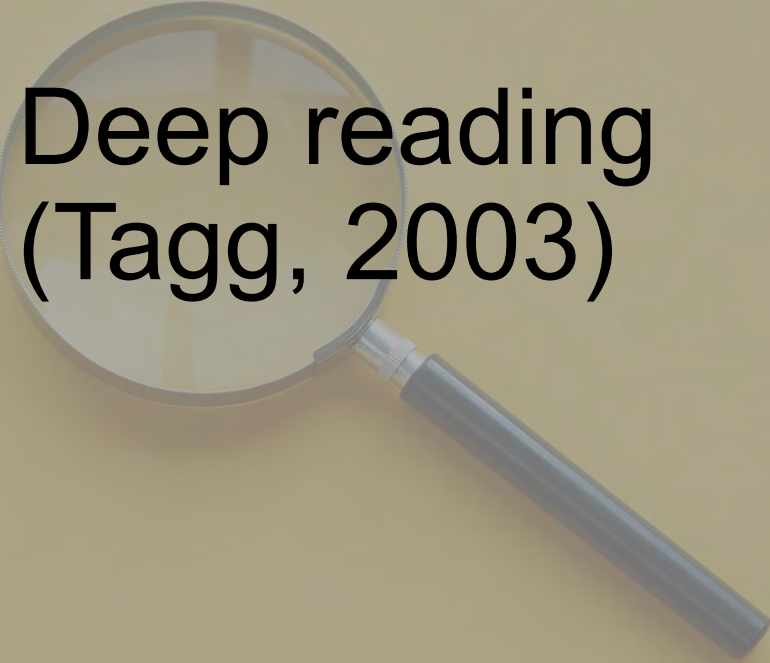


Gifted Education School Network 2023-2024

Deep Reading via Non-fiction texts: **Developing students' higher-order thinking skills**

NLSI LUI KWOK PAT FONG COLLEGE





Deep reading (Tagg, 2003)

- **'perspective taking'**
- deep learning that is *transformative of one's perspective* and involves **long-term comprehension**
- requires a *profound engagement with ideas and a search for meaning* in those ideas that involves personal salience for the learner

Benjamin Bloom's Taxonomy (Bloom, 1956)



Source of image: <https://dougpete.wordpress.com/2010/05/17/blooms-taxonomy/>

10-lesson curriculum

L1-2

- *Introduction to the Memoir – Becoming.*
- Going over major life events of Michelle Obama
- *Reading the memoir's Prologue* and completing a paragraph summary exercise.

L3-4

- *Text feature 1: comparison and contrast*
- Comparing the home of Michelle's piano teacher, Robbie, to that of Michelle's; what music is to both Michelle's grandfather and Robbie
- Evaluating the differences therein.

L5-6

- *Text feature 2: cause and effect*
- Digging deeper into Robbie's temperament (why she is so strict and grouchy towards Michelle)
- Examining cultural differences between black Americans and Asians

L7-8

- ☐ *Text feature 3: problem and solution*
- ☐ Identifying Michelle's father's illness and how the way he faced ordeals influenced Michelle's attitudes towards life
- ☐ Discussing how Michelle dealt with being unappreciated by her piano teacher, Robbie
- ☐ **Assessing alternative solutions** other than being stubborn and reluctant to communicate

L9

- ☐ Preparing for the hot-seating task by coming up with fact sheets about the key characters, i.e. Michelle's parents and grandparents.
- ☐ **Formulating a list of questions** to be asked and answered during hot-seating

Cause and effect

Graphic organisers

Compare and contrast

WHY THE DIFFERENCE?

	Grandfather Southside	Great-aunt Robbie
What is music for them?	An antidote to worries.	A means to earn her living, a way to celebrate her faith as a church-goer.
From Michelle's perspective, music is...	Music is something to share with family and friends.	Music is all about practice and lessons and standards and rules.
Home is...	A place of Jazz, a venue for parties, a heaven for Michelle as she could listen to and touch albums.	A place likened to a mausoleum, with untouchable figurines.

cause1 : grew up in a different era

faced racial **discrimination** and segregation:

was **denied** her own room and was **ordered** to stay in a place 'for coloreds'

effect 1: had different concerns e.g. how to be treated fairly

sued Northwestern University

got married to **Terry** who led a highly **formal** and rigidly disciplined life as a Pullman Porter and a retiree

cause 2: expected **discipline, order, formality, and excellence** for herself and for others

intolerant of disorder and mediocrity

grouchy when it comes to Michelle's raucous free-spirited behaviour

problem-solution

Robbie did not appreciate Michelle's piano method and made her very upset.

Michelle

- a) tried to reason with Robbie
- b) did not appreciate Robbie's method of teaching
- c) complained to parents and Craig

Michelle's Parents

- a) laughed and did not show any sympathy for Michelle's woe
- b) did not intervene
- c) expected Michelle to handle her own business
- d) listened to her thoughts

Craig

- a) laughed and cracked up
- b) did not show any sympathy for Michelle's woes

Which solution is better?

The try-out lesson

School	NLSI Lui Kwok Pat Fong College
Teacher	Mr FUNG Chun-kit, Ken
Level	Secondary 4 (elite class)
Topic	Deep reading – Memoir (Non-fiction) Lesson 10: The Family Meeting – Open up
Duration of lesson	70 minutes

Learning objectives

Knowledge

- To experience teacher-in-role, student-in-role, hot-seating
- To create a piece of reflection based on their roles

Skills

- To develop reading and questioning skills
- To evaluate characters' motive and beliefs through close examination of contextual clues

Attitude

- To reflect on and value their own family relationship
- To learn to respect others' views

Differentiated instructional strategies deployed	<ul style="list-style-type: none"> - Flexible grouping - Tiered questioning
Core elements of gifted education	<ul style="list-style-type: none"> - Creativity - Higher-order thinking skills - Personal-social competence
Materials/resources	<ul style="list-style-type: none"> - Reading text: Becoming by Michelle Obama (Preface and Chapter 1) - Worksheets - PowerPoint slides



Why would Robbie refuse to let Michelle know the reasons?

Why would Robbie refuse to let Michelle know the reasons?

- Age?
- Too sassy and cheeky?
- Authoritative?

So, is Robbie still someone Michelle
really finds difficult to get along with?
Or perhaps it's a love-hate relationship
there?



Hot-seating (10-15 min)

Setting: a dinner at upstairs after the recital performance.

Present: Michelle, Robbie, Marian and Fraser (parents), Southside (grandpa)

Purpose: open up a dialogue:

- 1) to let Michelle and Robbie have a say and talk about their expectations
- 2) to clarify any misunderstanding
- 3) to create a possible two-way solution



Preparation (5 min)

1. A supplementary note will be given to each group.
2. Choose two representatives from your group.
3. Each member should come up with ONE question/answer.
4. The two reps should select and jot down important points/questions on the notecards for discussion.

- to let Michelle and Robbie have a say and talk about their expectations
- to clarify any misunderstanding
- to create a possible two-way solution

Students' work

2. I agree that talking about my feelings and expectations openly will solve as sharing your own thoughts may put your parents into another perspective. They may not agree with you entirely but at least they can see what you're thinking on the inside. Once I argued my parents, I was afraid to tell them my thoughts as I felt misunderstood. I shared my thoughts and they greatly apologized for judging me before letting me speak. I feel like honesty is really the key to true peace and love, the route may not always be expected but at least you tell the truth and that is what matters.

everything to yourself? Suggest one.

3. Communication and expressing own feelings would be a better solution to confrontation. Sometimes, people are too stubborn and think their stances are the only correct facts. And it's reasonable for them as it is hard to step in others' shoes as they may not face the same problem before. This leads to misunderstanding between people. However, with communication, people can understand what others think. Moreover, when people argue with others, solutions can be found through communication which keeping everything to yourself cannot. Robbie and Michelle is a good example of what being stubborn will lead. They keep arguing with each other, and the problems were never solved. If they communicate with each other, they will find a way to solve problems and misunderstanding between them. And there will be less argument as well. Therefore, communication is a better solution to confrontation.

everything to yourself? Suggest one.

2. Yes, talking about feelings and expectations openly will resolve confrontation as both sides can understand the reason behind each other's action or words came out. This really helps people to switch their perspectives to know if they were each other maybe they will do the same way. However, the real problem is how, how to open a honest conversation. Maybe because of faces, self-esteem, they don't want to talk at all even to meet. Therefore, at this situation, feelings and expectations can be exchange and confrontation will be extremely hard to resolve. In Robbie & Michelle's case, it might also be the reason why their conflict couldn't be solved. I personally think that passing of time is the only way to ^{and anger towards} ~~divide~~ ^{become} each other's people's disagreement, ~~or~~ each other, thus, willing to talk and resolve the problem.

Q2: Do you agree that talking about your feelings and expectations openly will resolve confrontation with parents or someone older than you?

- I agree. That's because sharing your own thoughts may help put your parents into another perspective. They may not agree with you entirely but at least they can see what you're thinking on the inside.
- Once I angered my parents, I was afraid to tell them my thoughts as I felt misunderstood. Eventually I shared my thoughts and they profusely apologized for judging me before letting me speak. I feel like honesty is really the key to true peace and love. The result may not always be what we expect but at least we tell the truth and that is what matters.

Key
takeaways

Personal
example

Q3 Would there be better solutions to confrontation other than being stubborn and keeping everything to yourself? Suggest one.

- Communication and expressing own feelings would be a better solution to confrontation. Sometimes people are too stubborn and think only their own stance is correct and others not. It's understandable as it's hard to step in others' shoes because they may not face the same problem before as others. This leads to misunderstanding between people.

Definition

- However, with communication, people can understand what others think. Moreover, when people argue with others, solutions can be found through communication, which keeping everything to yourself cannot get you anywhere. Robbie and Michelle is a good example of what being stubborn will lead to: they keep arguing with each other, and the problems have never been solved. If they communicate with each other, they might find a way to resolve the misunderstanding between them, and hence less arguments.

*Citing examples
from the memoir*

Reflection

Surprises

- Students could offer perspectives (interpersonal, familial, cultural) so different from mine.
- Mostly engaged and less fearful of long difficult texts

Opportunities

- **Extended task:** one moment of *becoming* for students
- SBA materials: can be used for **one of the *SBA* tasks** (print, non-fiction)
- **Case comparison:** what would happen if Michelle's story happened *in Asian countries*?

References

- Bloom, Benjamin S. 1956. *Taxonomy of Educational Objectives: Handbook I, Cognitive Domain*. New York: McKay.
- Tagg, John 2003. *The Learning Paradigm College*. Bolton, Massachusetts: Anker Publishing Co.