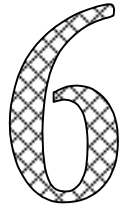


Document Comparison Table



Purpose To have students analyze the differences and similarities between a nonconformist's independent thinking and the thinking of established authority at a given point in time.

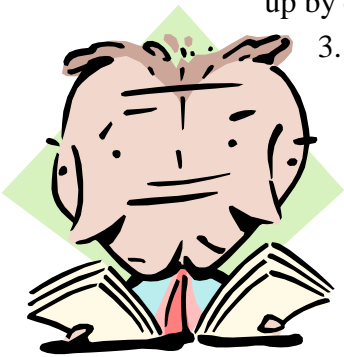
Materials “Document Comparison Tables” duplicated for each class member along with a sufficient number for the work groups

Two “documents” for comparison (if very brief, these may be projected, posted or written on the board; if more than a paragraph, they need to be provided on paper in sufficient numbers)

- *To be selected from lessons or stories (or other source materials):* a nonconforming thinker's quotation or idea as described via a portion of a publication
- *To be provided by teacher:* Additional descriptive material for the society at the same point in time, such as quotations, a short publication or essay (chosen to enlarge students' understanding of some aspect of the society in which the nonconforming thinker dwelled)


Procedures

1. Present individual students with the two “documents” they are to examine. Ask them to complete the table to show, as best they can, how conventional thinking in society related to the thinking of the nonconforming thinker.
2. Group students (3-5), and provide a new comparison table. Ask that the results of individual work be shared and that a “new and improved” comparison table be drawn up by consensus.
3. The comparison tables for each group can be presented to the class by group reporters to permit discussion on how the various groups interpreted the situation and to see if any class conclusions can be drawn.



Document Comparison Table

Name _____

Titles of quotations/documents being compared:	
Major points presented in each of the documents:	
<i>Society</i>	<i>Nonconforming Thinker</i>
<p>Things they can AGREE on:</p> 	
<p>Things about which they DISAGREE:</p> 