

# What's Their Type?—Activity 13

**Purpose** To familiarize the students with the various categories of nonconforming thinkers through history and prompt them to learn a quotation and its meaning.

**Materials** A deck of “Independent Thinker Cards” for each group of students

## Procedure

1. Pass out a deck of cards to each of the groups.
2. Have students practice using their deck, learning the various *types* of the nonconforming thinkers represented in it (identifiable by symbol on the face of the cards, with accompanying legend).
3. Ask students to cluster cards by category and then explore the quotations in each category, searching for those most interesting to the group.
4. Ask that individual students each select to commit to memory one quotation of high interest to them (practice time will be required here).
5. Students can practice delivery of their quotations to their group, and then try to explain the meaning of the quotation as they “read it.”
6. The teacher can call for willing volunteers by *thinker type* to come to the front to deliver their quote in front of the class, and then to explain what the quote means as they interpret it. The class will thereby be able to hear from a few atheists, materialists, agnostics, freethinkers, etc. in turn.

## Extension

1. For each quotation selected, students can write a brief statement regarding the “shock effect” (if any) of the nonconforming thinker’s opinion:
  - Explaining why the quotation might disturb other people at the time the thinker lived
  - Giving an opinion as to whether or not the quotation would disturb people nowadays (if it would, then whom?)
2. Various challenges and games can be constructed. For example:
  - Given a picture of any nonconforming thinker from the deck, can students state what *type* of nonconforming thinker the person was?
  - Given a category type, can students *name one or two* nonconforming thinkers that fit that category?

