

Traits of Different Drummers

4

Main Goal

Students will recognize character traits frequently evident in free and independent thinkers.

Affective: Nurture students’ appreciation that a different drummer’s actions or views may be, in the long run, of benefit.

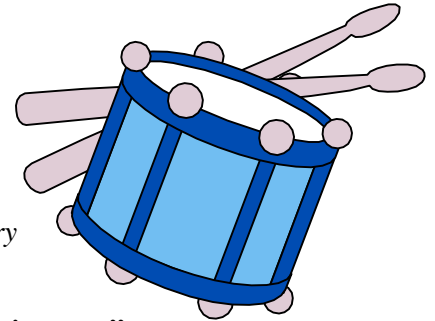
Subgoal

To have students understand and recognize a few of the several “styles of thinking” frequently exhibited by nonconforming thinkers.

Lesson Context

Knowledge and Cultural Understanding		Skills Attainment and Social Participation	
	<i>Historical Literacy</i>		<i>Basic Study Skills</i>
	<i>Ethical Literacy</i>	X	<i>Critical Thinking Skills</i>
	<i>Cultural Literacy</i>	X	<i>Participation Skills</i>
	<i>Geographic Literacy</i>	Democratic Understanding and Civic Values	
	<i>Economic Literacy</i>		<i>National Identity</i>
	<i>Sociopolitical Literacy</i>		<i>Constitutional Heritage</i>
Check the Table on page 4. This lesson relies on prerequisite concepts in Row 1.			<i>Civic Values, Rights, and Responsibilities</i>

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Concept Building Objective

Given exemplary quotations and/or invented remarks for three thought patterns—skepticism, divergent thinking, and inquisitiveness—the students can identify the *category of thinking* to which the examples belong.

Materials

Per student or group: Duplication Sheets 1-3 —“**Inquisitiveness;**” “**Divergent thinking;**” “**Skepticism**” (basic information)

Per student or group: Duplication Sheet 4 —“**Remark Cards**”

The sheet containing nine quotations and invented statements can be cut in advance by the teacher or by students during the lesson. Either way, it is important to shuffle and create a “deck” with a random mix of statements (see “advice” at strategy step, #1)

Per student or group: Duplication Sheet 5—“**Classification Sheet**” (for sorting remark cards)

Strategies

Advance Note: You may have a preferred pedagogy for conducting instruction to teach new concepts such as these three thinking modes. If so, be sure to modify the activity as needed to pursue your own plan. Otherwise, you may follow one of the two procedures suggested here to impart to the class a basic understanding of the three patterns of thinking.

Whichever path you pursue, be sure to inform students that there are *many ways of thinking*. This lesson studies *only three*. Students need to know that everyone uses each of these patterns occasionally, and that—after the lesson—they will be able to recognize each of these three types of thinking in people’s spoken or written ideas.

Method A. Present all students with each information sheet, and conduct a class discussion on each thinking pattern in turn. Point out and explain examples so students generally understand each mode they are striving to recognize whenever it takes place.

Add more examples of each thinking style where you can (claims of advertising, for instance, offer many opportunities to illustrate skeptical thinking). Provide instances of the *opposite* thinking, too (e.g., a credulous response to advertising, as opposed to a skeptical one). Numerous *examples* and *non-examples* of each trait will be helpful.

Method B. Inform students they will be learning about three different kinds of thinking. You will be dividing the class into groups, and relying on each group to become “expert” in one of the three patterns so they can “teach” the rest of the class. A group will be expected to study one information sheet and learn about its assigned thinking pattern. (You will assist in clarifications.) Members can role play the examples provided on the sheet before the class and/or prepare a skit to demonstrate their assigned thinking pattern. You can “coach” to ensure that the class is receiving from each group’s presentation an essentially accurate idea of the mode of thinking.

- 1 Once you are assured that *most students* have a rudimentary understanding of *all three* patterns, pass out a classification array page to each student, or to such new student groupings as you may wish to create (*pairs* can more readily read and manipulate the small cards). Provide each group with a “deck” of remark cards. The top portion of each card puts forth a situation. The lower portion contains a response (a remark or an action) that illustrates one of the three types of thinking.
[*Advice.* If you decide to have students cut their own sheets to make cards, minimize their opportunity to read them because the three rows of cards (before cutting) represent the three thinking patterns. The first row is closest to skeptical thinking; the second row represents divergent thinking, and the third row shows inquisitiveness.]
- 2 Ask pupils to classify the cards into the three categories based on the type of response. They place each card into its appropriate space on the array page. Have other students (or groups) inspect their work and see if there is full agreement across groups with the classifications made. If not, discuss why not. Remind students they are classifying the *specific instance* of thinking illustrated, and *not* the people who are making the remark or engaging in the action! (People display different types of thinking at different times.)
- 3 Share classification results across the class, and try to iron out any differences of opinion.

Appraisal of Understanding

1. Evidence: The lesson, as presented above, provides no residual results that are concrete. But, the teacher can observe student interactions during discussion and evaluate general understanding by inference. Also, Duplication Sheet 5 (classification array sheet) can double as a site where students can write their own descriptions of each type of thinking.
2. Assessment: Students can be provided any statement from the full set of remarks and be asked to assign it to the thinking style it most closely represents. Or, students can be given one of the three styles and charged with searching a set of remarks for at least three clear examples.
3. Transfer: Students could be provided additional statements, or could be asked to write their own statements to correspond to the three thinking styles.

Continuation Activities

1. Have students use blank remark strips and create additional examples of their own making. Repeat lesson strategies, this time using student-generated remarks.
2. Give students a general topic area and ask them to do the “Invent a Nonconforming Thinker” exercise using *only one* of the three styles. (See the *Activities* section, Activity #1).
3. Students can share the products of the preceding activity and repeat lesson exercises (evaluating each others’ work and/or performing sorts with the new strips).
4. THOUGHT PROVOKER (to discuss): Suppose a person uses *all three* of the above thinking patterns, habitually.
 - *Where might their thinking tend to lead them?*
 - *Do you suspect they would or would not be conformists in their society?*

Name _____

Classification Sheet for Remark Cards

Inquisitiveness



Divergent Thinking



Skepticism



Inquisitiveness

There are many different ways of thinking.

Everybody uses each of these patterns—inquisitiveness, divergent thinking, and skepticism—occasionally. You do, too.

CHALLENGE: Learn to recognize ***inquisitiveness*** in people’s spoken or written ideas.

Way of Thinking	Hints for Recognizing	Sample Remarks and Questions
<p style="text-align: center;">Inquisitiveness</p> <p>Inquisitive people are generally searching for more information about their experiences and a better understanding of their world.</p>	<ul style="list-style-type: none"> ◆ A curious nature leads to continually asking questions of other people or of Nature (curiosity and inquisitiveness go hand in hand). ◆ When inquisitive persons see or hear something, they tend to ask: “why is that?” or “how does that happen?” ◆ Toddlers are usually so inquisitive they are told, “Stop asking so many questions!” ◆ Being extra-inquisitive means asking zillions of questions about almost anything and everything. Some inquisitive people end up as scientists, directing their questions toward Nature rather than other people. 	<p>How does the moon stay up in the sky? I wonder where I could find out how a clock keeps time. Are there other people in the universe? Don’t twins get sick and tired of one another? I wonder what makes a boomerang come back? In the long run, what are the pros and cons of “listening to your parents”? What is really going on inside a cable that carries a TV signal from one place to another? What actually makes that noise when a finger joint “pops”?</p>



Now you make up some *inquisitive* remarks or questions.

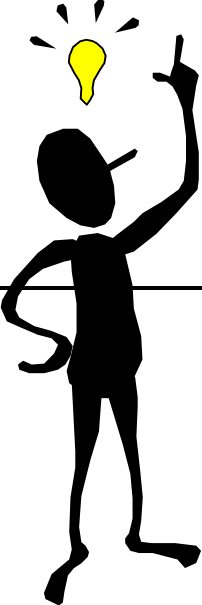
Name _____

Divergent Thinking

There are many different ways of thinking.

Everybody uses each of these patterns—inquisitiveness, divergent thinking, and skepticism—occasionally. You do, too.

CHALLENGE: Learn to recognize *divergent thinking* in people’s spoken or written ideas.

Way of Thinking	Hints for Recognizing	Sample Remarks and Questions
<p>Divergent thinking</p> <p>Divergent thinkers tend to come up with ideas that are far different from other people’s ideas.</p> 	<ul style="list-style-type: none"> ◆ Divergent ideas might seem unusual and bizarre (strange or “way out”). ◆ A divergent idea is not the typical idea most people might have. ◆ Divergent thinkers tend to look for new answers to familiar problems. ◆ To others, a divergent thinker’s notion may be unexpected or enticing or fascinating—just plain weird. 	<p>What about planting some beans and corn in the same field and trying to grow us some succotash?</p> <p>Creating the universe must have used up a lot of God’s creativity.</p> <p>Couldn’t we produce our own electricity with a solar panel on top of the barn and then disconnect from the power company altogether?</p> <p>Let’s use some molasses in all the nail holes when we fit this back together. Then it’ll dry and these parts will stick together much better.</p>

Now you make up some *divergent* remarks or questions.

Name _____

Skeptical Thinking

There are many different ways of thinking.

Everybody uses each of these patterns—inquisitiveness, divergent thinking, and skepticism—occasionally. You do, too.

CHALLENGE: Learn to recognize *skepticism* in people’s spoken or written ideas.

Way of Thinking	Hints for Recognizing	Sample Remarks and Questions
<p style="text-align: center;">Skepticism</p> <p>Skeptical people tend not to accept the things other people say as “true” without evidence.</p>	<ul style="list-style-type: none"> ◆ A skeptical person does not readily agree that what other people say is necessarily correct. ◆ The skeptic tends to doubt statements of others and to want evidence for the statements. ◆ Displaying skepticism means hesitating and doubting. ◆ A skeptical person will not take an assertion lightly and will seem to distrust it. ◆ A really skeptical person doesn’t accept anything others say as true. 	<p>That salesman told me that used car was in perfect shape. He said, “It was only driven by a little old lady to the store and back.” I don’t think what he said is true.</p> <p>I’m not convinced that a farmer is right when he says: “I grow more corn because I plant it when the moon is full.”</p> <p>Since it’s so full of stomach acid, how could Jonah really live in the belly of a whale?</p> <p>I doubt it when a politician says: “If elected, I will fight to lower your taxes, even if it</p>

Question for thought: Suppose a person habitually uses all three ways of thinking (inquisitiveness, divergent thinking, and skepticism)?

- *Where might their thinking lead them?*
- *Do you suspect they would or would not be conformers in their society?*



Now you make up some *skeptical* remarks or questions.

Name _____



Clip the cards for sorting.

SITUATION: Janet shows Jane her star chart and says she was born under the sign of Pisces, and so she will have a bad week.

REMARK: Jane says: “I just don’t believe that can be true. How can distant stars affect our lives?”

SITUATION: Tom tells Samantha that when he plays basketball, he shoots better when he is wearing dirty socks.

REMARK: Samantha says, “Dirty socks can’t make anyone shoot better. You just think it does and that helps you to have confidence.”

SITUATION: Little Suzi is skipping over cracks and saying “Step on a crack and break you mother’s back.”

REMARK: Little Hong Yee says “Cracks can’t hurt backs. That can’t be true.”

SITUATION: Arnaldo is bored. He is trying to find something interesting to watch on TV. He clicks through the channels.

REMARK: Dan says, “Hey, let’s do something different! How about us organizing the little kids to make our own show?”

SITUATION: Leroy looks down and finds a strange piece of metal on the ground. He says, “I wonder what this could be.”

RESPONSE: [Tara quickly names off 15 possible things she thinks that it could be used for.]

SITUATION: Quami’s mother plants lots of flowers in rows in her yard. They always end up in crooked lines.

REMARK: Quami suggests, “Mom, why don’t you use a piece of string to mark a straight line, and then plant your seeds along the string?”

SITUATION: Spike sees an insect on the ground crossing his path.

RESPONSE ACTION: Instead of thoughtlessly stepping on it, he bends down to look closely, thinking to himself, “I wonder where it lives. Is it collecting food for young bugs?”

SITUATION: The VCR breaks, and Dottie’s mother buys a new one.

RESPONSE ACTION: Dottie takes the broken one to her room. She takes it apart to try to figure out how it works.

SITUATION: Sam and Harry are watching TV, and a flashy advertisement comes on.

REMARK: Harry asks “I wonder how much that ad cost? I wonder where they get the money to make an ad like that? I wonder if it actually boosts their sales.