

**Lesson Title:** The Good Thinker’s Tool Kit: Critical, Complex & Philosophical Thinking in the Context of Global Issues

**Course:** Global Issues

**Grade Level:** 11<sup>th</sup> and 12<sup>th</sup>

**School:** Mid-Pacific Institute

**School Context/Classroom Culture:** Mid-Pacific Institute is an independent school located in Manoa Valley. It is a “college-preparatory community founded on Christian values,” which focuses on developing students’ intellectual, emotional, artistic, spiritual and physical strengths so that they become compassionate and responsible life long learners and global citizens. The Global Issues class that this lesson was designed for is made up of 7 girls and 13 boys who are all Juniors and Seniors. The students in this class predominantly identify as Asian or Mixed-Ethnicity, and three of the students identify as Caucasian. None of the students in the class qualify for Special Education or are English Language Learners. Global Issues is the final Social Studies half credit (0.5) that upperclassmen take to meet our graduation requirements. It is a Semester course, which is followed by another half credit course (either World Cultures, Asian Studies, or Hawaiian Studies).

**Duration of the Lesson:** 1 one and half-hour class period

**Larger Learning Segment of this Lesson/C3 Dimension:** This lesson is part of a larger unit/learning segment titled, “The Impact of Globalization on American Culture.” It is the first unit/learning segment of Global Issues, which is taught at the beginning of the course. In this unit/learning segment the students are introduced to the four dimensions of the C3 Framework Inquiry Arc. In this particular lesson the students will learn how to use the Good Thinker’s Tool Kit to “Develop Questions and Plan Inquiries” (Dimension 1, C3 Framework). The students will be introduced to the Good Thinker’s Tool Kit and apply it to asking critical, complex and philosophical questions about the photographic series titled, *Material World Global Family Portrait*. The purpose of this lesson is to equip the students with questioning tools for meaningful learner-centered inquiry. Following this lesson, students will be required to use the Good Thinker’s Tool Kit to generate philosophical questions that they genuinely wonder about at the beginning of their inquiries.

**Standards and Benchmarks That Are the Target of Student Learning in this Lesson:**

*Hawaii Content and Performance Standards*

Philosophical Inquiry Standard 1: Philosophical Community of Inquiry

Benchmark SS.PI.1.3 Identify, explain and apply the seven reasoning tools of The Good Thinker’s Tool Kit (what do you mean by, reasons, assumptions, inferences, truth and implications, examples/evidence, and counter-examples/counter-evidence) to make progress in a philosophical inquiry.

*Common Core English Language Arts*

Speaking and Listening 11 -12 (SL.1.C) Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

*C3 Framework*

Dimension One: Individually and with others students construct compelling questions.

**Compelling Question of the Lesson:**

What are some examples of how I can apply the Good Thinker’s Tool Kit to constructing critical, complex and philosophical questions?

**Supporting Questions in the Lesson:**

What does each letter of the Good Thinker’s Tool Kit stand for?

What is the thinking skill that is represented by each letter of the Good Thinker’s Tool Kit?

What are some question stems and claim starters for each letter of the Good Thinker’s Tool Kit?

For each letter of the Good Thinker's Tool Kit, what are some examples of questions/claims about the *Material World Global Family Portraits*?

<u>Student Learning Objectives</u>	<u>Student Assessment Activities</u>	<u>Assessment Tools</u>
<p><i>Students and teachers will:</i></p> <ol style="list-style-type: none"> <li>1. <u>Identify</u> the seven tools of the “Good Thinker’s Tool Kit” (GTTK) that are used for critical, complex and philosophical thinking.</li> <li>2. <u>Explain</u> the “thinking move” that is represented by each letter of the GTTK.</li> <li>3. <u>Describe</u> how each letter of the GTTK can be used to ask questions or make claims.</li> <li>4. <u>Initiate and participate</u> in a small group discussion in which all members of the group work together to <u>apply</u> each letter of the GTTK to <u>generate questions and make claims</u> about the <i>Material World Global Family Portraits</i>.</li> <li>5. <u>Listen to a full range of questions generated</u> about each <i>Material World Global Family Portraits</i>, <u>identify divergent and creative perspectives</u> and <u>select</u> one sample of a GTTK question or claim to write down.</li> </ol>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> <li>1. Write each letter of the GTTK at the top of each page of their GTTK Book.</li> <li>2. Write an explanation of each “thinking move” of the GTTK in their GTTK book.</li> <li>3. Write question and claim stems for each letter of the GTTK in their GTTK book.</li> <li>4. Discuss with their small group members how each of letter of the GTTK can be used to ask a question or make a claim about the <i>Material World Global Family Portraits</i> that they are provided. This will include generating sample GTTK questions and claims about each <i>Material World Global Family Portraits</i> picture.</li> <li>5. Listen to each small group share the GTTK questions and claims that they generated about the <i>Material World Global Family Portraits</i>. Write down at least one sample GTTK question or claim in their GTTK book.</li> </ol>	<p><i>Teachers will:</i></p> <ol style="list-style-type: none"> <li>1., 2. &amp; 3. Use the <b>GTTK Handout</b> created by the Uehiro Academy to check for accuracy in the students’ GTTK Books, including each letter of the GTTK, an explanation of each “thinking move” represented by each letter of the GTTK, and question/claim stems for each letter of the GTTK.</li> <li>4. Use the <b>GTTK Handout</b> to facilitate and check for accuracy during the small group discussions.</li> <li>5. Use the <b>GTTK Handout</b> to evaluate the accuracy and relevancy of each group’s sample GTTK question or claim.</li> </ol>

**Objectives for the Next Lesson:**

1. Apply the Good Thinker’s Tool Kit as you read *Having a Color Blind Approach to Racism is Actually Racist* and write text annotations.
2. Generate one Good Thinker’s Tool Kit question based on the text that you genuinely wonder about and want to think about and discuss with this class.

**Description of the Instructional Strategies Used in this Lesson**

1. **Student Created Reference Books** – In this teaching strategy, students use origami (paper folding methods) to create a their own personal small reference book that they can take notes in and apply to course assignments throughout the semester.
2. **Learner-Centered Good Thinker’s Tool Kit Questions/Claims** - The Good Thinkers Toolkit is a heuristic device that is designed to promote and evaluate the student’s development as responsible and critical thinkers, and in this teaching strategy students learn about the Good Thinker’s Tool Kit so that they can initiate, identify, and evaluate the type of thinking needed to move an inquiry to an intellectually deep level (i.e. “scratch beneath the surface”). As a part of this process they are explicitly taught and given multiple opportunities to practice the seven cognitive components of the “Good Thinker’s Toolkit” (Jackson, 2001, pg. 463). The seven indicators for critical, complex and philosophical thinking included in the Good Thinker’s Tool Kit are: **W**- what do you mean by that? **R**- what are the reasons? **A**- what is being assumed? Or what can I assume? **I** – can I infer \_\_\_\_ from

\_\_\_\_\_? Or where are there inferences being made? **T**- is what is being said true and what does it imply if it is true? **E** – are there any examples to prove what is being said? **C** – are there any counter-examples to disprove what is being said? Students are encouraged to back up any claim or insight, such as an inference, with relevant evidence or reasons to identify hidden assumptions and so on.

3. **Direct Instruction/Small Group Inquiry** – In this instructional strategy the teacher provides each individual student with direct instruction about content specific topic or how something is done (e.g. how to ask critical, complex and philosophical questions). After each instructional segment (e.g. a letter of the GTTK is introduced) the teacher asks the students to apply what they were given during direct instruction to initiate a discussion and inquire together with a small group (e.g. generating a GTTK question or claim about a group of photographs). After each group has been given enough time to think together, and develop their inquiry they are asked to share what they inquired about with the large group.
4. **Community Ball** - The community ball is a learner-centered instructional strategy that provides students with a tool for mediating turn taking during large group discussion. By passing the community ball from person to person during class discussions, students learn how to take turns in a well-regulated group discussion. The ball gradually empowers the students to feel comfortable in calling on each other and to take ownership of their inquiry. The community ball does this by establishing making concrete certain rules and agreements necessary for a fruitful; discussion to take place: 1) only the person with the community ball can speak; 2) students and teachers always have the right to pass; and 3) the person with the community ball chooses who speaks next. These rules for engagement help teachers and students keep philosophical discussion at the heart of most major classroom activities.
5. **Daily Reflection** – At the end of each class period students complete a written reflection that responds to the following questions: How does what you learned today connect to your life and the world you live in? Do you see a different perspective or point of view? Use textual evidence *AND* ideas/quotes from classmates/teacher to support your response.

### **List of Resources/Materials Used in this Lesson:**

#### *Resources*

1. Printed and mounted *Material World Global Family Portraits* photographs. There should be at least two different family portraits for each small group.
2. One Uehiro Academy Good Thinker’s Tool Kit Handout for each student.
3. Daily Reflection handout
4. The class community ball.

#### *Materials*

1. One piece of computer paper for each student.

### **Agenda:**

1. Construct “My Good Thinker’s Tool Kit Books”
2. Fill In” the Contents of Our Good Thinker’s Tool Kit Books
  - a. Identify and write each letter of the GTTK
  - b. Explain what each letter of the GTTK is used for
  - c. Small Group Inquiry – apply each letter of the GTTK to asking a questions/making claims about *Material World Global Family Portraits*
  - d. Orally share examples of GTTK questions/claims
  - e. Write down GTTK examples
3. Reflect on today’s class

### **Annotated Agenda:**

#### *Agenda:*

8:00 Arrange the room into six small group clusters. Each chair in each small cluster will need to be able to see the board. Write down today’s objectives and agenda on the white board. On another white board create the following chart:

	W	R	A	I	T	E	C
What it is used for							
Question/claim stem							
Example							

---bell rings---

8:10 Encourage the students to find a group that they work well with for today's lesson. Help students move into different groups if they are not making good decisions about who to work with.

8:15 Read through today's lesson objectives and provide the students with multiple reasons that explain how they will benefit from learning about the Good Thinker's Tool Kit. Make sure to incorporate a class reason (e.g. need to use the GTTK to generate questions for our discussions), school reason (e.g. help you make connections between what you are learning in different classes), job reason (e.g. to provide employees with reasons why your company has certain policies), relationship reason (e.g. to explore with your boyfriend or girlfriend what you mean by love), and introduce students to Plato's notion of the "unexamined life being not worth living." (Before moving on to the next activity make sure that the students are in their groups and that each student can see the board). I will also explain that today's activities will provide us with tools to help us think philosophically about the concepts and content that we will be studying in Global Issues.

8:20 Pass out one piece of blank computer paper to each student. Show the students a sample Good Thinker's Tool Kit Book. Walk the students step-by-step through the origami process of folding the paper to make their Good Thinker's Tool Kit books: (1) Hot-dog fold. (2) Hamburger fold. (3) Fold the hamburger in half. (4) Open up the hamburger fold and tear to the middle crease. (5) Hot-dog fold and make a diamond in the middle. (6) Collapse the folds into an eight-page book. Have the students create a title book for their page, "My Good Thinker's Tool Kit Book," and have them write their name on this page.

8:30 Reference the chart on the board and explain to the class the process that we will be going through to complete their GTTK books. For each page of their book this will include:

- a. The letter of the GTTK detailed on that page
- b. An explanation of what the letter of the GTTK is used for
- c. A Small Group Inquiry – where the group works to apply each letter of the GTTK to asking questions/making claims about *Material World Global Family Portraits*
- d. Orally sharing examples of GTTK questions/claims that the teacher will write on the board
- e. An example of GTTK question or claim that made sense to you

8:35 Start with the W. Tell the students "write with me" as I put the W on the board. Explain that the W is used for "seeking clarity." Tell the students to "write with me" as I begin to fill out the remainder of the chart. For W I can give them the example "what do I mean by love" to illustrate what the W question looks like. Next I will give them the question/claim stems for W by writing them on the board. Again I will say "write with me." I will check in with the students to see that they understand what the W is used for.

8:38 I will then pass out the *Material World Global Family Portraits* to each group. I will make sure that each group has at least two portraits from two different countries. I will give the explanation/direction, "Each group is now getting two portraits of two different families from two different countries in the world. Each family is sitting outside of their house with all of their material possessions. What I would like you and your group members to do is share your observations about what you see in each picture. Then work together to generate a list of 'W' questions about one of the pictures or a comparison of the pictures. Remember, 'W' questions are for asking about things that are unclear. What is unclear in your pictures. You will have three minutes to discuss and inquire with one another. When the three minutes are up. Your group will need to select one question to share with the class.

8:40 Walk around the room and visit/facilitate each group individually as they work together to generate their W questions. Give a one minute warning at the end of three minutes.

8:44 Bring everyone’s attention to the front of the room. Have the students use the community ball to facilitate the sharing. After each group shares their example I will write it underneath the W area of the chart on the board. As the students share their W questions I will formatively assess their responses and make sure they are accurate. I will verbally make corrections, and if I need to I will work with the students to think through how the questions/claims can be re-phrased before I write them on the board. After each group is done sharing I will ask the students to pick one W question to record on the W page of their book.

8:47: I will repeat this process for each letter of the GTTK. However, when it is time for the small group inquiries I will have each group pass their *Material World Global Family Portraits* one group to the right. For the last letter of the GTTK (letter “C”) I will take all of the *Material World Global Family Portraits* and place them all at the front of the room. I will have the entire class generate counter-example questions and/or claims based off of all the pictures together.

	<b>W</b>	<b>R</b>	<b>A</b>	<b>I</b>	<b>T</b>	<b>E</b>	<b>C</b>
<b>What it is used for</b>	Seeking clarity	Asking why Multiple	Bringing to attention what we take for granted as truth	An assumption based on a starting point	Thinking about what we think is true, and possible implications of that truth	Evidence/ examples are used to prove that a claim is true	Counter-evidence/ counter-examples are used to disprove a claim
<b>Question/ claim stem</b>	What do you mean by? The author means...	What are the reasons? One reason...	Is it reasonable to assume? An underlying assumption in this argument is...	Is it reasonable to infer _____ from _____. If _____ then _____.	If _____ is true does that imply _____? Is what’s being said true? What are the implications?	What are some examples of...? An example to prove that _____ is true is...	What are some counter-examples to...? A counter-example to show that _____ isn’t true is...
<b>Example</b>							

After the entire book is completed, I will pass out the Uehiro Academy GTTK handout to each student. I will ask them to take it home with them and use it as a reference when they don’t have their GTTK book with them.

9:35 When there are five minutes left of class I will have the students use the “Daily Reflection” handout provided to them to write a reflection. It will require that the students answering the following questions: How does what you learned today connect to your life and the world you live in? Do you see a different perspective or point of view? Use textual evidence *AND* ideas/quotes from classmates/teacher to support your response. I will ask the students to keep their GTTK books and this “Daily Reflection” in their class folder.