

Name:

Date:

Using Dictionaries and Books: Thinking Skills Lesson 1

Student Activity

## Sequencing: Creating Order Out of Confusion

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|--------------|---|
| <b>STEPS</b> | <ol style="list-style-type: none"><li>1. Study the data to be sequenced and identify what the items have in common.</li><li>2. Decide on a sequencing scheme.</li><li>3. Arrange the data in order.</li><li>4. Test the order by checking relationships.</li><li>5. Look for other possibilities and, if necessary, revise.</li></ol> |
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*Here is the problem that appeared in the lesson:*

You have just completed compiling one directory from the combined lists of the Central High orchestra and band. Some students belonged to both the orchestra and band. This created some overlap in the lists. You had to be careful as you put the names in the correct alphabetical sequence.

**Directions:** This year, the chorus of Central High wants its students included in your directory. Add the chorus students to your directory of Central High musicians. Create a new, combined list of all names below in correct alphabetical order.

NO.	NAME	GROUP	CHORUS MEMBERS
1	Abrams, Mary	Orchestra	Allegra, Jeanne
2	Agronsky, Leonard	Orchestra	Ardor, Jodi
3	Avendel, Colleen	Band	Astor, Mary
4	Aya, Tiana	Band	Augustino, Mark
5	Ball, Darrell	Band	Benedict, Matt
6	Benedetto, Henri	Orchestra	Bowdoin, Lesha
7	Boston, Mary	Band	
8	Cameron, Susan	Orchestra	

**Write Idea:** Pick some items that you would like to sequence. It could be your music collection, books, friends' names, etc. Write down all the possible ways to sequence this list. Then select the best sequencing scheme for your needs. Explain how you would sequence the items. Also explain why you chose the sequencing scheme you did.

**Name:**

**Date:**

**Using Dictionaries and Books: Thinking Skills Lesson 2**

**Student Activity**

## **Investigation: Investigating History**

- STEPS**
1. Identify the problem. Decide what you want to know.
  2. Ask the six general questions. Who? What? Where? When? Why? How?
  3. Decide where to find answers to your questions and begin collecting information.
  4. Analyze the information you have collected. Identify disagreements about your topic. Decide what is fact and what is opinion.
  5. Make a decision or concluding statement.

***Here is the problem that appeared in the lesson:***

In the lesson, you investigated the Emancipation Proclamation. Your assignment was to find out what it did, the exact date it was signed, where it was signed, and whom it affected. You used the five steps listed above, as well as dictionaries and books to help you in your investigation.

***Directions:*** Assume your teacher has asked you to research the Monroe Doctrine, named after President James Monroe.

1. How will you begin your investigation?
2. Where will you look for information?
3. What questions will you ask?
4. How will you decide if the information you gather is fact or opinion?

**Write Idea:** Describe a problem that you have investigated. This could be a research problem for school, a problem of finding child care, or searching for a job. Write down the questions you asked and the facts and opinions that you analyzed. Who or what were your sources? Write your concluding statement or decision, and explain the reasons for your conclusion.

**Name:**

**Date:**

**Using References: Thinking Skills Lesson 1**

**Student Activity**

## **Investigation: To Buy or Not to Buy**

- STEPS:**
1. Identify the problem. Decide what you want to know.
  2. Ask the six general questions. Who? What? Where? When? Why? How?
  3. Decide where to look for answers to your questions. Begin collecting information.
  4. Analyze the information you have collected.
  5. Make a decision or concluding statement.

***Here is the problem that appeared in the lesson:***

You've moved to the mountains where there is lots of snow. However, you are having trouble getting around, so you want to buy a snowmobile. You have concerns though. You don't know how these machines work. You've also heard that snowmobiles can damage the environment. Should you buy a snowmobile and, if so, which model should you buy? This lesson helped you investigate snowmobiles to help you make your decision.

***Directions:*** You want to purchase a small motorboat. However, you need to consider things such as maintenance costs and environmental concerns. List six questions that you must answer to complete your investigation. Identify some of the resources you would use to find answers to your questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Resources:**

**Write Idea:** After investigating a topic, there are often several reasonable decisions you could make. There isn't always just one correct choice. Let's say you have decided to buy a snowmobile. You can buy either a used one or a new one. Use the steps of investigation to make your decision. List two reasons or facts to support your decision.

**Name:**

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**Using References: Thinking Skills Lesson 2**

**Student Activity**

## **Constructing Support: The Art of Persuasion**

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- STEPS:**
1. Identify the key points of the other person's statements.
  2. Determine your feelings about the issues.
  3. Outline your response.
  4. Gather facts to support your ideas and develop your response.

***Here is the editorial that appeared in the lesson:***

The idea of a national 55 mph speed limit law is un-American. It is a restriction of freedom. Each state should decide on its own speed limits. People in favor of the limit say it saves lives, resources, and energy. Studies show it saves only 1.3% of all gasoline used in the United States. This is less than 0.5% of our total energy requirements. Some lives can be saved by driving slower, but time is money. The 4,500 lives saved per year would mean \$1.3 million lost in travel time for each life saved. It's just not worth it.

Here is the outline that you created for your response to this editorial.

- I. Freedom
  - a. Giving up freedom for a higher ideal is good.
  - b. You still have the freedom to take faster methods of transportation such as trains and planes.
- II. Energy
  - a. It saves gas to drive at 55 mph.
  - b. The money saved on energy can be used for community improvement.
- III. Human lives
  - a. The lives saved are priceless to family and friends.
  - b. Injuries cost millions of dollars each year.
- IV. Survival rates
  - a. Chances of surviving a crash at 70 mph are 50/50.
  - b. Chances of surviving a crash at 50-60 mph are 31 to 1 in favor of surviving.

***Directions:*** Using the outline that you created, write a response to the editorial.

**Write Idea:** Choose an issue that you feel strongly about. It may concern something in the news, in your community, at home, or at work. Write a paragraph expressing your opinion. Begin with an outline to organize your key points. Don't forget to construct support for each of your points.

**Name:**

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**Using Consumer Information: Thinking Skills Lesson 1**

**Student Activity**

## **Investigation: Learning About a New Town**

- STEPS:**
1. Identify the problem.
  2. Ask the six general questions. Who? What? Where? When? Why? How?
  3. Decide where to look for answers to your questions. Begin collecting information.
  4. Analyze the information you have collected.
  5. Make a decision or concluding statement.

***Here is the problem that appeared in the lesson:***

In the lesson, you used a newspaper to explore Grand Oaks, New York. You wanted to find out if Grand Oaks was a place where you would like to live. You considered the factors that were important to you.

By using investigation and analysis skills, you found that jobs and apartments were available. You also found that if you moved to Grand Oaks, you could continue your hobbies, softball and singing. Use the investigation and analysis skills you learned in the lesson to complete the activity below.

***Directions:*** Below are two factors that are important to you in deciding where to live. Under each one, list six questions you would ask in order to find out if a town has the qualities that are important to you. List some of the places where you would look for answers to your questions.

1. You like to go to the movies often, but you can't afford the ticket prices. So, you decide to find a part-time job as an usher in a local movie theater.
  
  
  
  
  
  
  
  
  
  
2. You want to live where there is lots of snow in the winter. Then you'll be able to learn a new sport, such as skiing.

**Write Idea:** Election day is coming up (in your school or community). How will you investigate the major election issues and candidates? Explain the issues you will research and the questions you will ask. Decide how you will select your candidate.

Name:

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Using Consumer Information: Thinking Skills Lesson 2

Student Activity

## Sequencing: Loading the User-Friendly Camera

- STEPS:**
1. Study the data to be sequenced and identify what the items have in common.
  2. Decide on a sequencing scheme.
  3. Arrange the data in order.
  4. Test the order by checking relationships.
  5. Look for other possibilities and, if necessary, revise.

*Here is the problem that appeared in the lesson:*

The company you work for has developed a user-friendly camera. You read the instructions for loading the film, and believe the instructions are more complicated than necessary. You decide to use the skill of sequencing to arrange the instructions in a more logical order.

This worksheet will give you another chance to sequence a set of instructions.

**Directions:** The instructions are for making Cookie Cake. However, the steps are not in the proper order. Your job is to sequence them so that they make sense. Refer to the steps for sequencing as you put the cooking instructions in the correct order. You do not have to put the ingredients in order.

### COOKIE CAKE

*Ingredients:*

- 15 oz. package of your favorite kind of cookies
- 1 stick of butter, melted
- 1/2 gallon of fudge swirl ice cream
- 16 oz. fudge topping
- 9 oz. non-dairy whipped cream

*Instructions:*

**A.** Let thaw a short time before serving. **B.** First, crush the cookies; put two cups aside for top of cake. **C.** Slice ice cream and put slices over the cookie crumb mixture. **D.** As soon as you have mixed cookie crumbs and butter, press the mixture into a 9 x 13-inch pan. **E.** Combine cookie crumbs with melted butter. **F.** Serve. **G.** Top ice cream with fudge topping. **H.** Top whipped cream with two cups of cookie crumbs. **I.** Spread whipped cream on top of fudge topping. **J.** After all ingredients have been used, place cake in freezer for at least two hours.

Rewrite the set of instructions here (Identify the sequence by reordering the letters):

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Are there instructions that are not necessary?  
Are there instructions that need to be added?  
Could you follow this recipe?

**Write Idea:** How is sequencing steps for cooking different from sequencing steps for loading film into a camera? How are they alike? Write a set of guidelines for someone who has the job of writing sets of instructions for products or recipes.

**Name:**

**Date:**

**Using Consumer Information: Thinking Skills Lesson 3**

**Student Activity**

## **Deduction: Buying FONOVISION**

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- STEPS:**
1. Identify the “if/then” premise of the argument.
  2. Identify whether the “if” condition is true, and form the second premise of the argument.
  3. State the conclusion of the argument.

***Here is the problem that appeared in the lesson:***

In this lesson, you wanted to buy the new FONOVISION. You used deduction to interpret a credit application and the product warranty. You didn't have much experience reading these types of documents. Now, you know how to use “if/then” thinking to help you understand the information in these kinds of documents.

***Directions:*** Write the following information as an argument. Identify each premise and the conclusion. Is Jimmy's conclusion valid? Why or why not?

When Jimmy asks if he can go to the movies, his mother responds, “If you clean your room, then you can go to the movies. However, in your room, you must vacuum, dust, and change the sheets on your bed.” Later Jimmy tells his mother he is ready to go to the movies. He says that he has cleaned his room. When his mother checks, she finds that he has not dusted.

**Write Idea:** Read this argument and use the three deduction steps above. Explain your thinking as you address each step of the process.

“If this is Thursday, we must be in New York. Today is Friday. We are not in New York.”

Name:

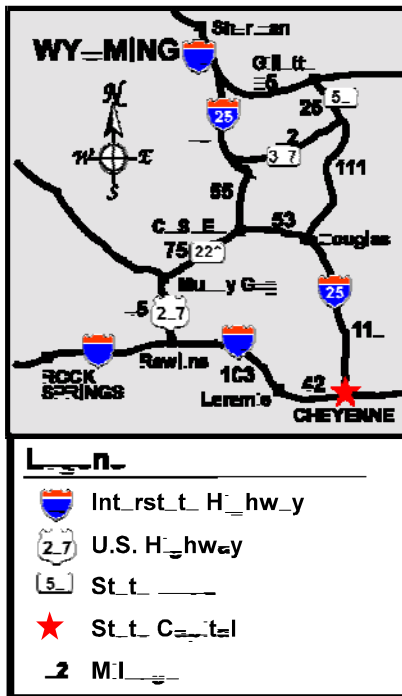
Date:

Using Maps, Charts, and Graphs: Thinking Skills Lesson 1

Student Activity

### Decision Making: The Muddy Gap Concert

- STEPS:**
1. Identify the decision you need to make.
  2. List all the choices available to you.
  3. Identify the important information that you must consider when making your decision.
  4. Determine the outcome of each choice.
  5. Evaluate your choices and summarize what you have learned. Then make your decision.



*This is the Wyoming map that appeared in the lesson.*

The Muddy Gap concert is over. You now need to decide the best route to get back to Gillette. Lan and Sam say they want to go to the state capital first. Amy is still worried about getting lost. She would like to stay on interstate and U.S. highways. Everyone wants to get home safely and as quickly as possible. You consider three routes to get home.

**Directions:** Use the map to pick out the routes and to help you decide which route you will take. The chart below lists two important considerations. See if you can list another one before you evaluate your choices and make your final decision.

Important Information	Route A	Route B	Route C
Distance			
Capital			

**Write Idea:** Think about an important decision you had to make recently. Use the five steps of the decision-making process to write about the decision. Describe your decision question, the choices, the outcome of each choice, and your final decision. Do you feel you made the right decision? Take another point of view (maybe that of a person of a different age or a person from a different time in history). Explain how your decision would be the same or different if you were this other person.

Name:

Date:

Using Maps, Charts and Graphs: Thinking Skills Lesson 2

Student Activity

## Prediction: Using a Clearer Crystal Ball

- STEPS:**
1. Identify the facts that you know.
  2. Look for patterns in the information.
  3. Make a general statement that explains the patterns you have observed.
  4. Based on your conclusions, predict what might happen in a new situation.
  5. Make more observations to see if you predicted correctly.

*Here is the problem that appeared in the lesson:*

In this lesson, you were given a chart on TV viewing habits. You noticed that the daily hours of TV watched per month remained about the same from year to year. You used the prediction process to determine that people watch the most TV during the winter months.

**Directions:** Here is the chart you used in the lesson. Use your prediction skills to fill in the missing data for October. How does October compare to the other months you explored? Would you choose the month of October to run a TV ad?

**Average Hours of Daily  
TV Viewing per Household**

Year	Yearly Average	Feb.	July	Oct.
1	6:55	7:38	6:31	6:57
2	7:02	7:32	6:27	
3	6:55	7:16	6:24	
4	7:10	7:48	6:37	7:15
5	7:05	7:35	6:32	

(6:55 = 6 hours 55 minutes)

**Write Idea:** Think of your job or a job you would like to have. What sort of predictions are a part of that job? Write a paragraph that explains how the prediction process helps you or someone else do their job. Remember to identify the information they have to work with, the patterns shown in the information, and the test for their predictions.

Name:

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Using Maps, Charts, and Graphs: Thinking Skills Lesson 3

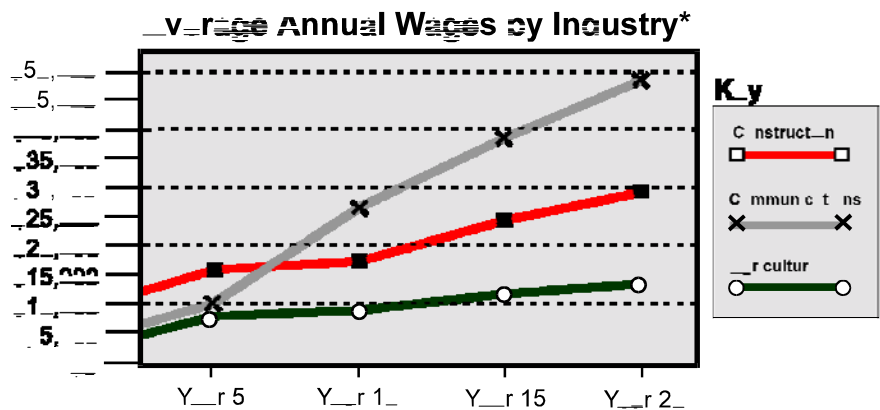
Student Activity

### Prediction: Predicting Where the Money Is

- STEPS:**
1. Identify the facts that you know.
  2. Look for patterns in the information.
  3. Make a general statement that explains the patterns you observed.
  4. Based on your conclusions, predict what might happen in a new situation.
  5. Make more observations to see if you predicted correctly.

*Here is the graph you used in the lesson on predicting.*

You used this graph and the prediction process to predict that the communications industry will have the highest wages in the future.



**Directions:** Add this information for the real estate industry to the graph by plotting the following points.

#### Wages for the Real Estate Industry

Year 5	\$20,000
Year 10	\$30,000
Year 15	\$45,000
Year 20	\$50,000

Use the steps in the prediction process to estimate the real estate wages for Year 25. If you were selecting a career based only on high wages, which industry would you select? Does this alter your plan to enter the communications field?

**Write Idea:** There is a story behind every point on a graph. In this lesson, you observed the way that the wages in each industry rose at different rates. Choose one of the industries that interests you or that you know the most about. Write a paragraph explaining what could be behind the fast or slow growth rate of that industry's wages. Can you predict an event that would cause that industry's wages to decrease? Can you predict an event that would cause its wages to increase at a faster rate?

