

TEACHER BACKGROUND INFORMATION CRITICAL THINKING

Critical thinking is an integrated way of examining information, ideas, and proposals. It involves:

- using your intelligence and knowledge to question, explore, and deal effectively with yourself, others, and life's problems;
- developing your own view of the world by examining ideas and arriving at your own conclusions;
- being receptive to new ideas and willing to analyze issues from different perspectives to develop greater understanding;
- supporting your personal views with reasons and evidence and understanding the reasons and evidence that support alternative viewpoints;
- discussing your ideas with others to test and enrich your thinking.

John Chaffee, *Thinking Critically*, 2nd ed. (Boston: Houghton Mifflin, 1988), p. 59.

Critical thinking allows us to make our own decisions regardless of the opinions of others. The critical thinking process is an integral part of decision making, and should be used during the decision-making experience. Thinking critically will ultimately result in a higher level of decision making, and provide the logic for a clearer sense of direction.

CRITICAL THINKING PROCESS: Testing existing ideas and/or solutions for flaws and errors. Being able to apply logic and make one's own decisions.

The steps of the critical thinking process are:

1. Identify and describe a problem or situation
2. Discriminate between fact and opinion
3. List possible solutions and their consequences
4. Identify personal and/or family values that conflict with the situation
5. Take a defensible position based on logic.

Some questions to ask yourself and use as a guide during the critical thinking/ decision-making process are:

CRITICAL THINKING - Page 2
TEACHER BACKGROUND INFORMATION

- Is it against the law, rules, or the teachings of my family or religion?
- Is it harmful to me or to others?
- Would it disappoint my family or other adults that are important to me?
- Is it wrong to do? Would I be sorry afterward?
- Would I be hurt or upset if someone did this to me?
- Is it within my value system?

Our attitudes affect the way we think about things. What happens from day to day can make some of our attitudes weaker or stronger. Other people and experiences often influence our attitudes; however, ultimately we are in control of our attitudes and decide how we will react to a situation. New experiences can often bring about change of an old attitude. When you change your mind about something, you are changing your attitude also. We are in charge of our attitudes--we choose to have them and/or hang onto them, or we choose to make changes and/or let them go.

Being prejudiced is an example of an attitude that blocks an individual's ability to think for himself/herself. The quote, "The greatest ignorance is to reject something you know nothing about," illustrates the folly of being prejudiced and the inability to think critically. (source of quote unknown)

Often, our ability to think critically and our attitudes are directly related to how we feel about ourselves. If we are insecure, we think that we will feel better about ourselves if we tear others down.

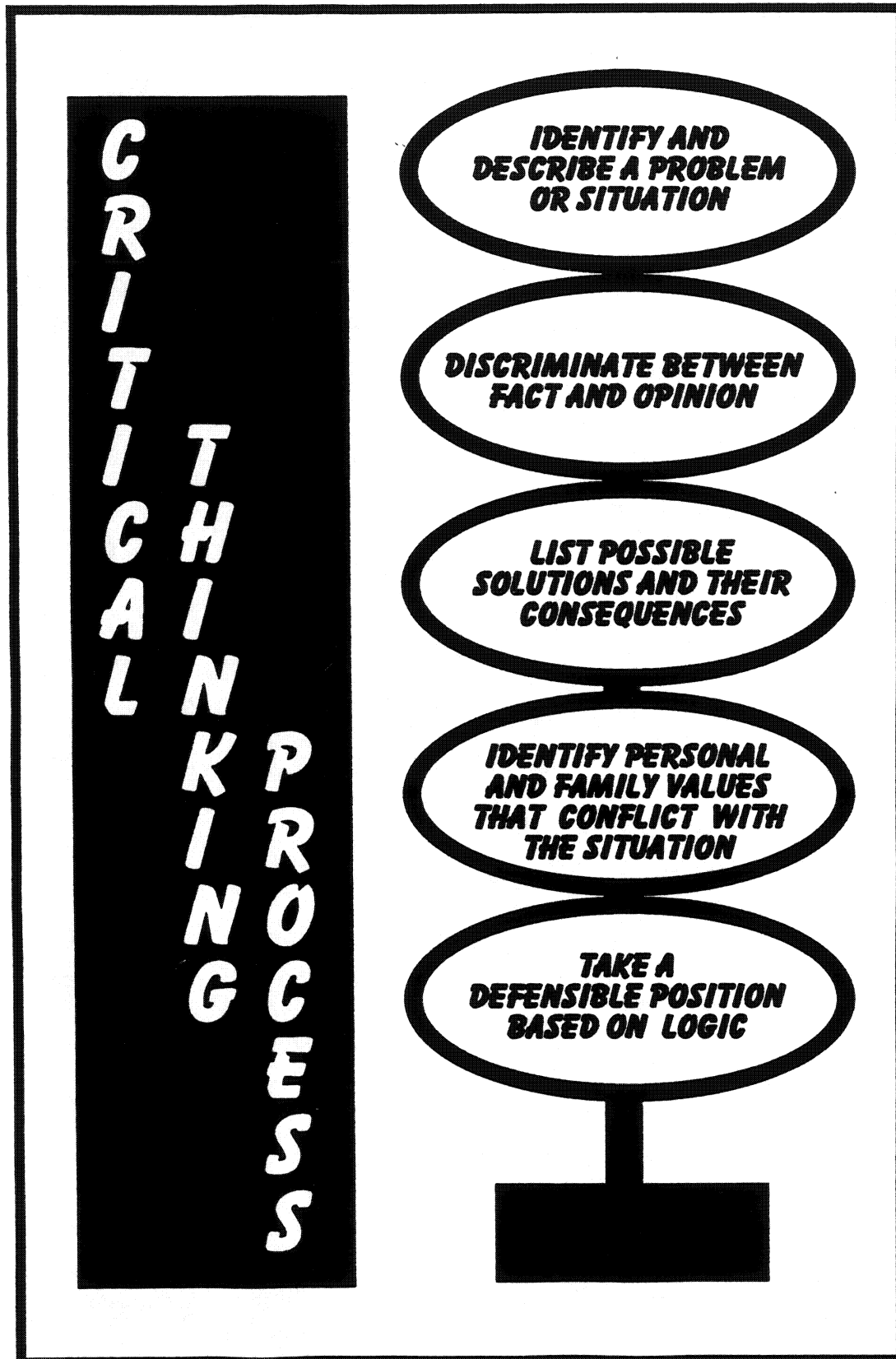
Opinions are related to attitudes, and can be influenced by the critical thinking process. Original opinions frequently differ vastly from secondary or subsequent opinions after the critical thinking process has been employed. Opinions are how a person feels about a given situation or issue. They develop over a period of time and/or through a series of events.

Our attitudes, opinions, and fears affect our ability to think critically. All of these things are influenced by other people, and other people are influenced by our attitudes, opinions, and fears. However, ultimately we, personally, choose whether or not to be in control of our attitudes, opinions, fears, and actions.



**CRITICAL
THINKING**

**TESTING EXISTING IDEAS
AND/OR SOLUTIONS
FOR FLAWS AND ERRORS;
BEING ABLE TO APPLY LOGIC AND
MAKE ONE'S OWN DECISIONS**





**IDENTIFY AND
DESCRIBE A PROBLEM
OR SITUATION**



**DISCRIMINATE
BETWEEN
FACT AND OPINION**



**LIST POSSIBLE
SOLUTIONS AND THEIR
CONSEQUENCES**

**IDENTIFY PERSONAL
AND FAMILY VALUES
THAT CONFLICT WITH
SITUATION**



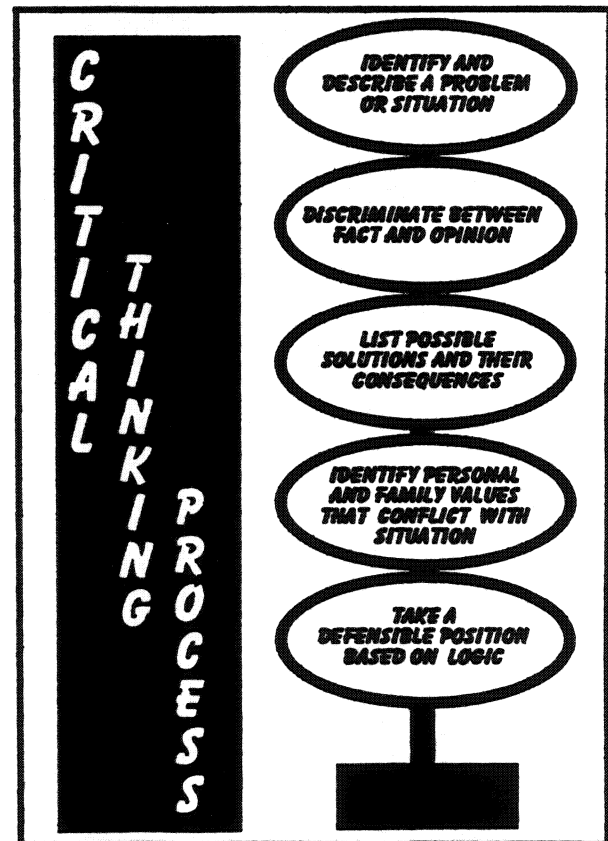
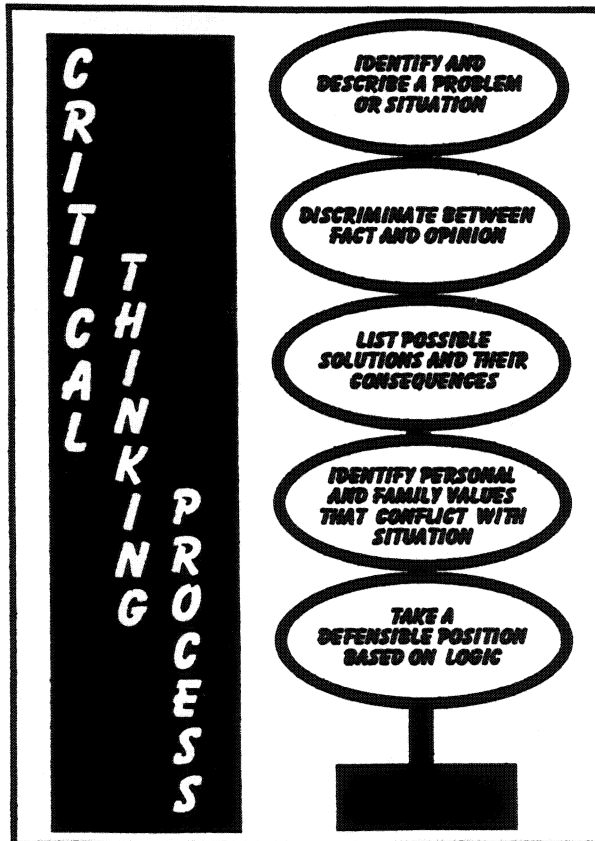
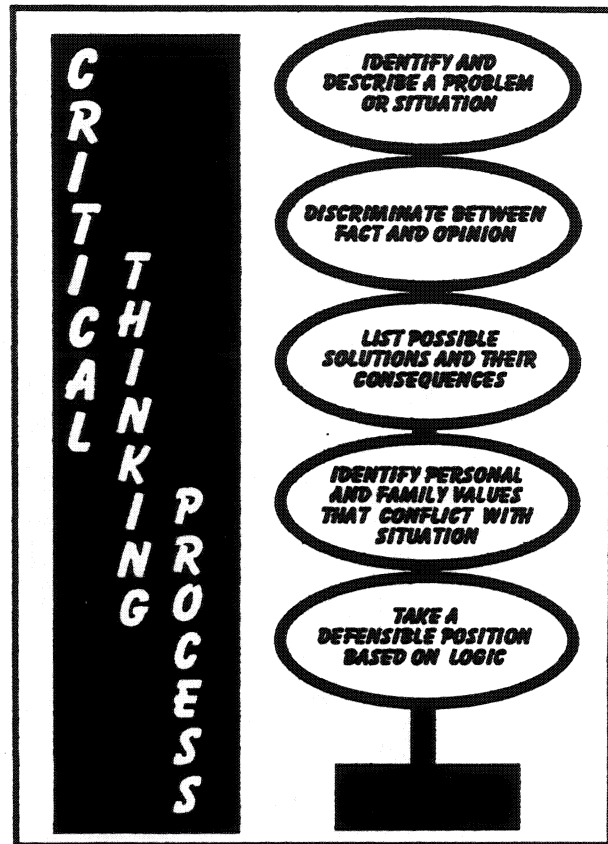
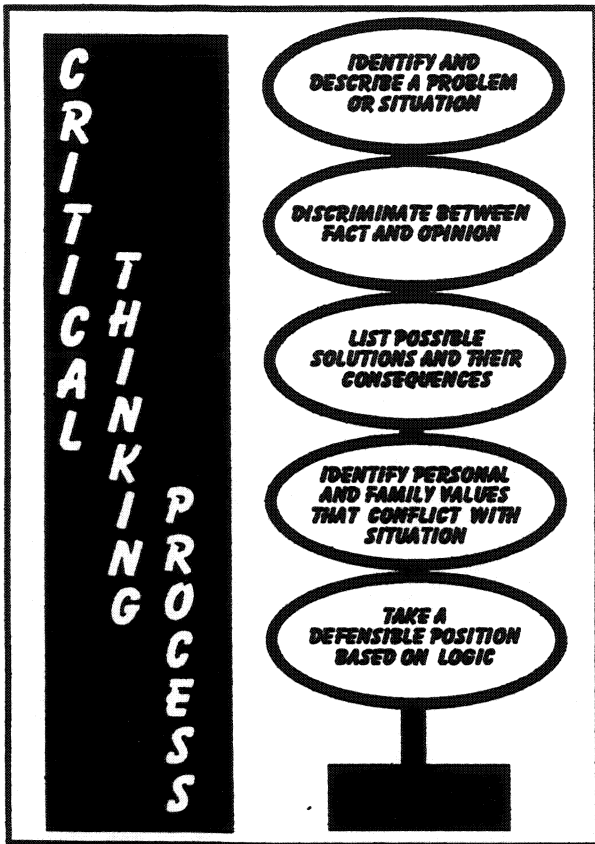
**TAKE A
DEFENSIBLE POSITION
BASED ON LOGIC**



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ASK YOURSELF...

- Is it against the law, rules, or the teachings of my family or religion?
- Is it harmful to me or to others?
- Would it disappoint my family or other adults that are important to me?
- Is it wrong to do?
- Could I be sorry afterward?
- Would I be hurt or upset if someone did this to me?
- Is it within my value system?

ASK YOURSELF...

- Is it against the law, rules, or the teachings of my family or religion?
- Is it harmful to me or to others?
- Would it disappoint my family or other adults that are important to me?
- Is it wrong to do?
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- Is it wrong to do?
- Could I be sorry afterward?
- Would I be hurt or upset if someone did this to me?
- Is it within my value system?

KNOWLEDGE

CRITICAL THINKING: MY POSITION

This is an example of how to use the student activity guide on page I-D-33. The same process can be used for a song, book, situation comedy on television, or television commercial (especially on alcohol or cigarettes).

Name of subject analyzed: Eternity cologne for men ad

1. Identify and describe the problem or situation:
Should I purchase an expensive cologne?

2. Discriminate between facts and opinions about the subject.
List some facts:
A. It is made for men
B. The cost is expensive (list dollar amount if possible)
C. Can be purchased at department stores

List some opinions:
A. It smells good
B. The girls like it
C. It will make me popular

3. What positions can you take about the subject and what would be the consequences? (What alternatives do you have?)
A. Alternative #1: To purchase cologne
Consequence: It would take most of my allowance/college money
B. Alternative #2: To purchase an acceptable, less expensive brand
Consequence: I would have money left to save for college

4. Identify personal or family values that conflict with this subject.
My family values education and any extra money is saved for my college.
My parents don't like me to make trivial purchases using my savings.

5. What is your decision/position? I will buy an acceptable less expensive brand of cologne.
Defend your position based on logic. (How will you respond if asked for your opinion/position about this subject?) The only resource available to purchase cologne is my allowance or savings. By buying a less expensive cologne, I could use my allowance and not have to go into my savings.

Name _____ Period _____ Date _____

CRITICAL THINKING: MY POSITION

Directions: Analyze a movie, book, song, television show, advertisement, or newspaper article according to the critical thinking criteria below:

Name of subject analyzed: _____

1. Identify and describe the problem or situation:

2. Discriminate between facts and opinions about the subject.

List some facts:

A. _____

B. _____

C. _____

List some opinions:

A. _____

B. _____

C. _____

3. What positions can you take about the subject and what would be the consequences? (What alternatives do you have?)

A. Alternative #1: _____

Consequence: _____

B. Alternative #2: _____

Consequence: _____

4. Identify personal or family values that conflict with this subject.

5. What is your decision/position? _____

Defend your position based on logic. (How will you respond if asked for your opinion/position about this subject?)

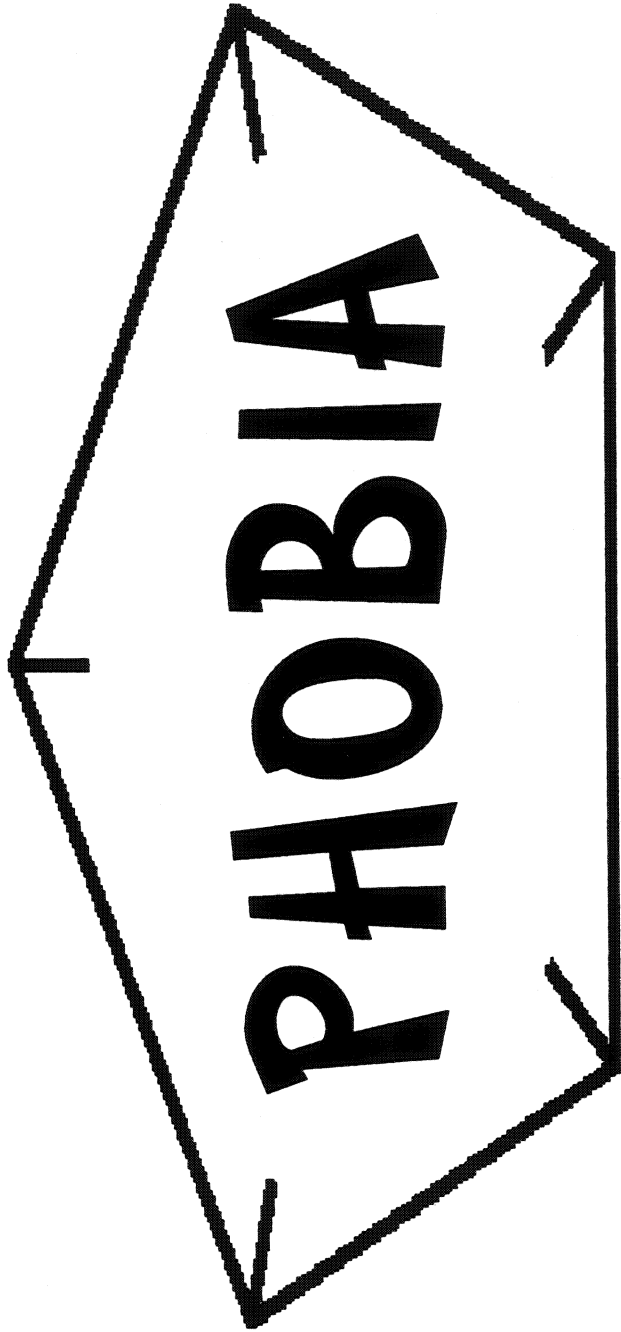
TEACHER BACKGROUND INFORMATION PHOBIAS

Phobias are exaggerated fears of something. Those fears are generally illogical and reduce the quality of life for ourselves and those around us; nevertheless they are very real. Teachers need to be sensitive in this area take care NOT to publicly identify students who have debilitating phobias. Generally, people who suffer from phobias must be professionally treated to overcome them; therefore, the condition should not be treated lightly.

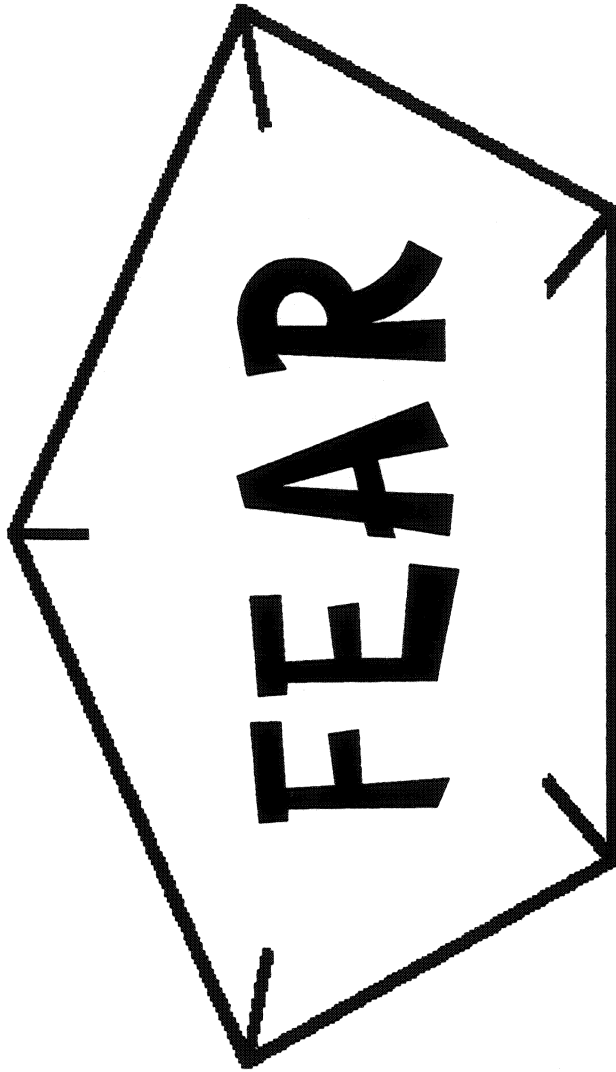
An example of this would be Frank, who had a fear of germs. He wore a surgical mask when he went outside because he was afraid he would catch a disease from someone. When he put gas in his car, the service station attendant would have to stay inside while Frank disinfected the nozzle and handle of the gas pump. He wore surgical gloves while he did this and held the pump with a cloth. After he was finished filling the tank, he would leave the money for the gas on top of the pump, get back into the car, and signal to the attendant that he could come out.

The quality of Frank's life was reduced because of his phobic behavior. His phobia made life much more difficult--certainly more than necessary. Critical thinking can help reduce the fears that are experienced in life. By taking the time to examine the early source of our fear and deciding whether it is fact or opinion, we can make logical decisions about what we experience.

These are the steps that doctors may take patients through to try to help them overcome phobias. Let's say that a person is ophidiophobic (fear of snakes). A doctor may bring pictures of snakes for one session and just talk about snakes and how beneficial they are (eat mice and other rodents) and discuss some of the misconceptions concerning snakes (they don't eat people whole or strike at people without being provoked, etc.). He may even persuade the patient to touch the picture. During the next phase of the therapy, a rubber snake may be shown to the patient and eventually, the patient would hold the rubber snake. Gradually a live snake in a cage might be brought in the room for the patient to observe. Ultimately the patient may touch the snake. This doesn't mean that the patient can be thrown into a nest of snakes and calmly enjoy life; however, the intense fear will have diminished to the point where the quality of life increases. The patient is no longer consumed by the fear. He/she now controls the fear, rather than the fear controlling them. This process is achieved through the critical thinking process by examining all the facts and misconceptions, and then forming a logical opinion.



**A PERSISTENT FEAR
THAT IS IRRATIONAL
AND NOT BASED ON
SOUND JUDGMENT**



**A FEELING OF ANXIETY
CAUSED BY
THE PRESENCE OF
DANGER, EVIL, OR PAIN.**

Name _____ Period _____ Date _____

FEARSOME PHOBIAS

(Everybody Else is Just Like Me)

An average man experiences 2.21 phobias. An average woman has 3.35 phobias. Sometimes our phobias can interfere with our ability to think rationally. Phobias can be conquered so that effective thinking can take place. Listed below are some common phobias. Match the fear from the list at the bottom to its appropriate name.

Phobias:

- | | |
|----------------------------|---------------------------|
| 1. TRISKAIDEKAPHOBIA _____ | 11. AILUROPHOBIA _____ |
| 2. GEPHYROPHOBIA _____ | 12. HYDROPHOBIA _____ |
| 3. OPHIDIOPHOBIA _____ | 13. PYROPHOBIA _____ |
| 4. ASTRAPOPHOBIA _____ | 14. MICROPHOBIA _____ |
| 5. PNIGEROPHOBIA _____ | 15. CYNOPHOBIA _____ |
| 6. AEROPHOBIA _____ | 16. ACROPHOBIA _____ |
| 7. GYNOPHOBIA _____ | 17. AGORAPHOBIA _____ |
| 8. CLAUSTROPHOBIA _____ | 18. MUSOPHOBIA _____ |
| 9. GAMOPHOBIA _____ | 19. SCHOLIONOPHOBIA _____ |
| 10. ODYNEPHOBIA _____ | 20. KERAUNOPHOBIA _____ |

Fears:

mice	thunder	marriage	open spaces
number 13	school	enclosed spaces	flying
cats	germs	women	fire
snakes	heights	crossing bridges	dogs
smothering	water	lightening	pain

FEARSOME PHOBIAS- ANSWER KEY (Everybody Else is Just Like Me)

An average man experiences 2.21 phobias. An average woman has 3.35 phobias. Sometimes our phobias can interfere with our ability to think rationally. Phobias can be conquered so that effective thinking can take place. Listed below are some common phobias. Match the fear from the list at the bottom to its appropriate name.

Phobias:

- | | |
|--|------------------------------------|
| 1. TRISKAIDEKAPHOBIA <u>number 13</u> | 11. AILUROPHOBIA <u>cats</u> |
| 2. GEPHYROPHOBIA <u>crossing bridges</u> | 12. HYDROPHOBIA <u>water</u> |
| 3. OPHIDIOPHOBIA <u>snakes</u> | 13. PYROPHOBIA <u>fire</u> |
| 4. ASTRAPOPHOBIA <u>lightening</u> | 14. MICROPHOBIA <u>germs</u> |
| 5. PNIGEROPHOBIA <u>smothering</u> | 15. CYNOPHOBIA <u>dogs</u> |
| 6. AEROPHOBIA <u>flying</u> | 16. ACROPHOBIA <u>heights</u> |
| 7. GYNOPHOBIA <u>women</u> | 17. AGORAPHOBIA <u>open spaces</u> |
| 8. CLAUSTROPHOBIA <u>enclosed spaces</u> | 18. MUSOPHOBIA <u>mice</u> |
| 9. GAMOPHOBIA <u>marriage</u> | 19. SCHOLIONOPHOBIA <u>school</u> |
| 10. ODYNEPHOBIA <u>pain</u> | 20. KERAUNOPHOBIA <u>thunder</u> |

Fears:

- | | | | |
|------------|---------|------------------|-------------|
| mice | thunder | marriage | open spaces |
| number 13 | school | enclosed spaces | flying |
| cats | germs | women | fire |
| snakes | heights | crossing bridges | dogs |
| smothering | water | lightening | pain |

Name _____ Period _____ Date _____

PHOBIAS OF THE FAMOUS

"Am I afraid of high notes?
Of course I am afraid!
What sane man is not?"
-Luciano Pavarotti

Directions: For each celebrity listed in the left column, match the fear that each had from those listed in the right column.

Celebrity:**Fear:**

- | | | |
|---------------------------------|-------|--|
| 1. Augustus Caesar | _____ | fear of choking on fish bones (pnigophobia) |
| 2. Howard Hughes | _____ | fear of airplanes (aerophobia)
(This person died in a plane crash.) |
| 3. Queen Elizabeth I | _____ | fear of snakes (ophidiophobia) |
| 4. Sigmund Freud | _____ | fear of sitting in the dark (achluophobia) |
| 5. Richie Valens (La Bamba) | _____ | fear of public places (agoraphobia) and
fear of germs (microphobia) |
| 6. David Steinberg (comedian) | _____ | fear of train travel (siderodromophobia) |
| 7. Marilyn Monroe | _____ | fear of the number 13 (triskaidekaphobia)
(This person died on Friday, the 13th,
13 minutes before midnight..) |
| 8. Henry III (French king) | _____ | fear of blood (hematophobia)
and fear of birds (ornithophobia) |
| 9. Graham Greene (novelist) | _____ | fear of roses (anthophobia) |
| 10. Arnold Schonberg (composer) | _____ | fear of haircuts (tonsurphobia) |
| 11. Sid Caesar (comedian) | _____ | fear of cats (ailurophobia) |
| 12. Malcolm Lowry (novelist) | _____ | fear of public places (agoraphobia) |

PHOBIAS OF THE FAMOUS - TEACHER KEY

"Am I afraid of high notes?
Of course I am afraid!
What sane man is not?"
-Luciano Pavarotti

Directions: For each celebrity listed in the left column, match the fear that each had from those listed in the right column.

Celebrity:	Fear:
1. Augustus Caesar	_12_ fear of choking on fish bones (pnigophobia)
2. Howard Hughes	_5_ fear of airplanes (aerophobia) (This person died in a plane crash.)
3. Queen Elizabeth I	_6_ fear of snakes (ophidiophobia)
4. Sigmund Freud	_1_ fear of sitting in the dark (achluophobia)
5. Richie Valens (La Bamba)	_2_ fear of public places (agoraphobia) and fear of germs (microphobia)
6. David Steinberg (comedian)	_4_ fear of train travel (siderodromophobia)
7. Marilyn Monroe	_10_ fear of the number 13 (triskaidekaphobia) (This person died on Friday, the 13th, 13 minutes before midnight..)
8. Henry III (French king)	_9_ fear of blood (hematophobia) and fear of birds (ornithophobia)
9. Graham Greene (novelist)	_3_ fear of roses (anthophobia)
10. Arnold Schonberg (composer)	_11_ fear of haircuts (tonsurphobia)
11. Sid Caesar (comedian)	_8_ fear of cats (ailurophobia)
12. Malcolm Lowry (novelist)	_7_ fear of public places (agoraphobia)

Name _____ Period _____ Date _____

A NEW START FOR SILVIA - Page 1

Silvia did not like school. She knew that school was important in order to be successful and go to college, but she didn't like going to class. It was too boring. She thought she would get serious about school when she entered high school. She had friends who loved to party. They showed their independence from others by wearing extreme hair styles and dress. Silvia thought this would be good to do because it helped her belong. She would sluff with the group and get caught by the vice principal many times. When possible, the group would obtain cigarettes and smoke behind the school building.

One day, Silvia brought some beer that she had stolen from a local store to school. She thought this would really impress her friends. They could all share it! Not surprisingly, another student saw the beer in her locker and reported it to the vice principal. She was suspended from school and could not return without a conference with the administration and her parents.

Silvia and her parents met with the school administration. Everyone came to the conclusion that, for her best interest, she would be offered a special permit to attend another junior high in the area. It was a chance for her to make a new start. Deep down inside, Silvia was glad. She wanted to get her life back together.

Name _____ Period _____ Date _____

A NEW START FOR SILVIA - Page 2

Directions: Read the story on the previous page and circle the situations where the critical thinking process was not used. Above the circle, indicate what some of the consequences of her decisions might be.

What decisions will Silvia have to make to really get a new start?

If Silvia chooses to cut her hair and wear clothing styles that are not so extreme, and she feels good about her decision, what values would that reflect?

If Silvia continues on the same course as she did at her first school, what consequences might she have to face?

If Silvia chooses not to alter her course at her new school, will this be the result of her having used the critical thinking process? _____ Why? or Why not? _____

Name _____ Period _____ Date _____

JULIO'S BIG DECISION - Page 1

Directions: Read the following story and answer the question, using the critical thinking process as a guide.

All of the choices that are made in life using the critical thinking process are not always negative. Sometimes it becomes necessary to decide between two positive directions. This is the situation in which Julio was placed.

Julio is a good student. He studies hard and has many long-range goals. He would like to go to college and eventually marry his high school girlfriend. They have decided not to marry until Julio finishes school because an education is important to both of them.

Family means a lot to Julio. Juanita, his mother, depends upon him because Julio's father died when he was young. They have a large family of six (6) children. Julio has many of the responsibilities that his father had.

Two letters arrived from colleges the other day that have caused concern. Both colleges have offered Julio full four-year scholarships. The problem lies in the fact that the one college is out-of-state. This would mean that he would have to leave his family and girlfriend to attend the college. The out-of-state college would provide a prestigious degree in the field that Julio would like to pursue. It could open many doors for him. The other scholarship is for the college in the town where Julio lives. He could stay home and go to school. The training that he would receive would not be exactly what Julio wants; however, it would certainly be acceptable should he choose to stay at home.

What should Julio do?

?

?

?

?

Name _____ Period _____ Date _____

JULIO'S BIG DECISION - Page 2

Using the critical thinking process, help Julio make his decision:

1. State the problem _____

2. Distinguish between fact and opinion:

Facts:

Opinions:

3. List all alternatives with consequences:

Alternative:

Consequence:

4. Identify some of Julio's values:

5. List the decision the Julio should make and back up that decision:

BRAIN TEASERS I

	a	b	c	d	e	f
1	eggs easy	T R A F A L G A R	told told tales	e t r i k c i p	new leaf	sIT ky
2	price	L +O SS	swear bible bible bible bible	league	bridge wa t e r	school
3	-attitude	hoppin	century	E R C O T N U	orseman	D U C K
4	set one's teeth	or or O	bet one's dollar	tpmerhao	what must	way yield
5	t o 2 par n	dictnry	rifle rifle rifle rifle	PAINS	everything pizza	L Y I N G J O B
6	tr ial	pros pe rity	monkey O	busines	wite's	moon sonata
7	power	mesnackal	NOSTIM	pit	wheel wheel drive wheel wheel	√√√ counter

black

BRAIN TEASERS - TEACHER KEY

1a eggs over easy	1b Trafalgar Square	1c twice told tales	1d round trip ticket	1e turn over a new leaf	1f pie in the sky
2a right price	2b adding up losses	2c swear on a stack of Bibles	3d little league	2e bridge over troubled waters	2f high school
3a negative attitude	3b just "hoppin"	3c turn of the century	3d counter clockwise	3e headless horseman	3f sitting duck
4a set one's teeth on edge	4b double or nothing	4c bet one's bottom dollar	4d ??	4e what goes up must come down	4f one way yield
5a not up to par	5b abridged dictionary	5c repeating rifles	5d growing pains	5e pizza with everything on it	5f lying down on the job
6a split trial	6b prosperity around the corner	6c monkey around	6d business loss	6 writer's cramp	6f Moonlight Sonata
7a power black out	7b between meal snack	7c Flip Wilson	7d bottomless pit	7e four wheel drive	7f check-out counter

BRAIN TEASERS II - TEACHER KEY

1a sleeping on the job	1b corner stone	1c high jinks	1d getting up before the break of dawn	1e Roger: over and out	1f The Great Escape
2a equal rights	2b Little House on the Prairie	2c wave goodbye	2d condensed milk	2e two car garage	2f stand up comic
3a Lucille Ball	3b partly cloudy	3c i before e except after c	3d mixed greens	3e spiraling inflation	3f polka dots
4a full length mirror	4b man in the moon	4c clams on the half shell	4d check in the mail	4e Count Dracula	4f open and closed case
5a no "U" turn	5b weeping willow	5c suspended animation	5d "pretty please" with sugar on top	5e receding hair line	5f mixed emotions
6a double decker bus	6b middle age	6c Tip Toe through the Tulips	6d Three Blind Mice	6e raised eyebrows	6f steal from the rich and give to the poor
7a (double decker bus)	7b top of the morning	7c light socket	7d Tortilla Flats	7e there's safety in numbers	7f a round of drinks on the house

BRAIN TEASERS II

	a	b	c	d	Roger	f
1	sleeping job	s t one	jink jink jink	g n i t t e g dawn		escape
2	right=right	house prairie	Goodbye	milk	c c gärage r r	c o m i c
3	e L u l c l i	clou	ieieceie	neegr geren ngreen regen	t i o a i n l f	pölkä
4	MIRROR	momanon	clams she	ma√il	1.D 5.U 2.R 6.L 3.A 7.A 4.C	ca se case
5	TRN	ping Willow	animation	sugar Please	hair__	L V O ^R EEAT
6	bus	age a g e age	TU > LOIPES	m ce m ce m ce	eyebrows	ri poorch
		morninn	socket	TORTILLA	12safety345	s d r k n i house
7						

CREATIVE LISTENING EXERCISE THE BRAIN TRAINER

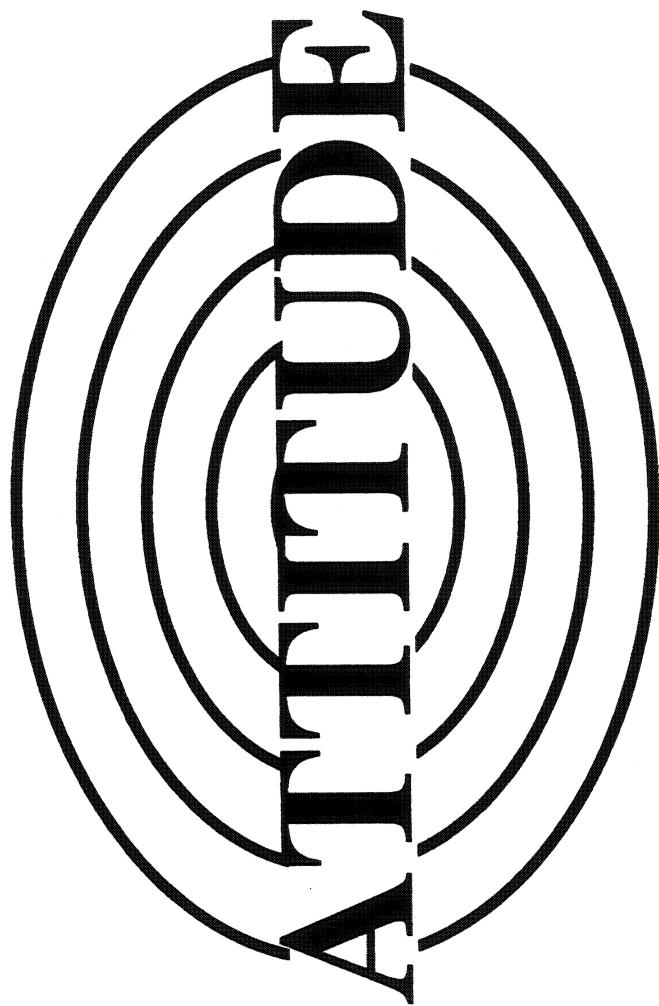
Think about the shoes you have on now. Keep your eyes closed and see them in your mind. Now think of your favorite pair of shoes that you had in grade school. What color were they? What are your favorite shoes for wearing to church or dressing up? What color are they? What are your favorite shoes to wear when you want to relax?

Mentally, put on the pair of shoes you feel most comfortable in and wear them during this exercise. Image what you look like when you are wearing these shoes. Walk around in them for a minute.

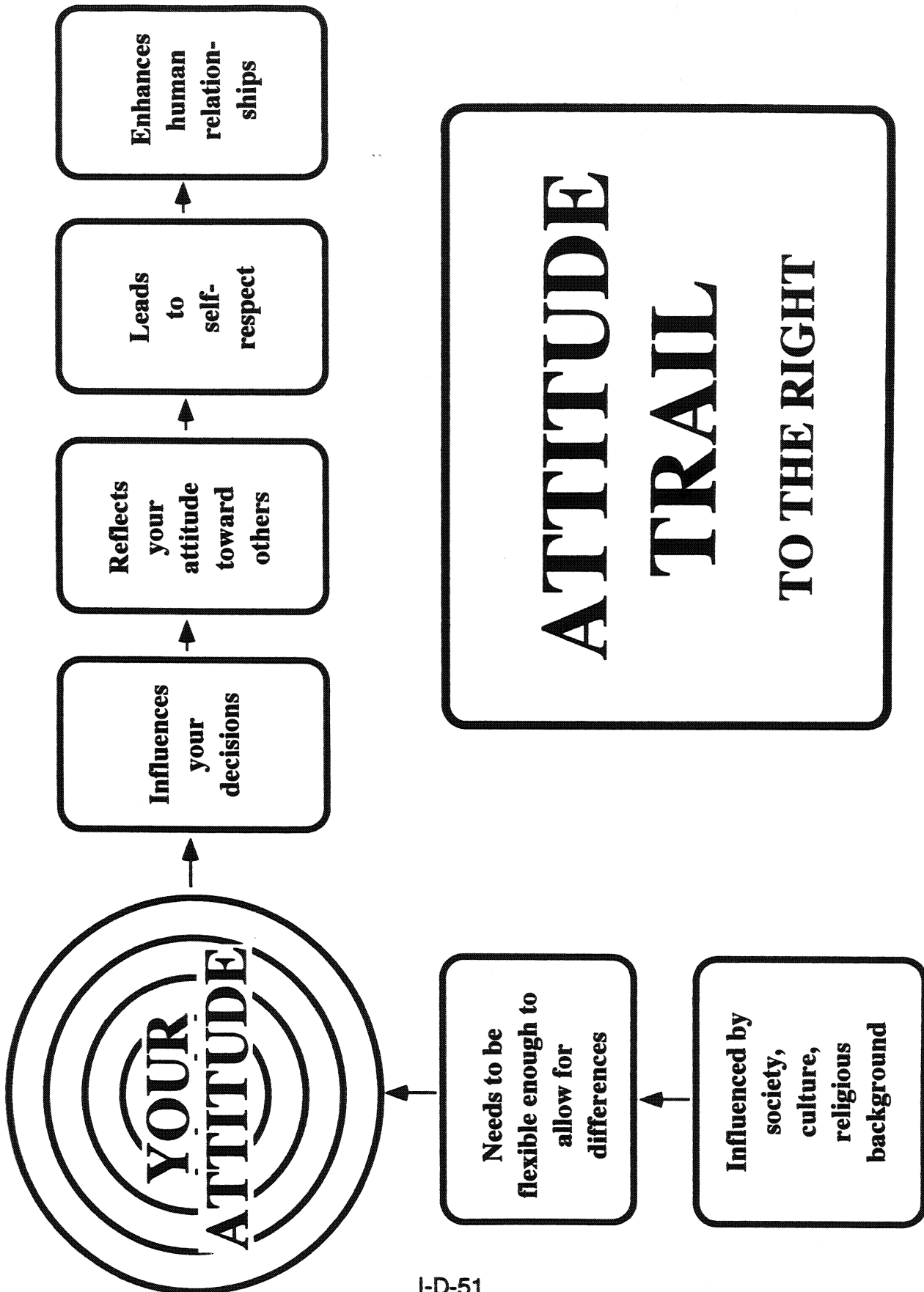
Picture in your mind that you are at home right now and you are in your bedroom. Notice the things around you. Walk out of your room and out of your house. Let your shoes take you on a familiar route. Notice the day--it is a warm spring day. Look at the shrubs turning green, the flowers blooming, and the new grass.

Keep your eyes closed until you can experience the warm spring day. Then open your eyes. Without looking at your feet, take out a piece of paper and draw or describe the shoes you were wearing in your visual exercise, what you saw, and how you were feeling.





**THE POSITION OR POSTURE
ASSUMED IN CONNECTION
WITH AN ACTION OR
FEELING.**





Influences your decisions

**Reflects
your
attitude
toward
others**

**Leads
to
self-
respect**

**Enhances
human
relation-
ships**

**Needs to be
flexible enough
to allow for
differences**

**Influenced by
society,
culture,
religious
background**

**ATTITUDE
TRAIL
TO THE RIGHT**

**Take charge of
your attitude;
don't let
someone else
choose it for you.**

- H. Jackson Brown, Jr.

ETHNOCENTRISM

**WHEN AN INDIVIDUAL VIEWS
HIS/HER ETHNIC GROUP
AND/OR SOCIAL STANDARDS
AS BEING SUPERIOR TO OTHERS**

Name _____ Period _____ Date _____

ETHNOCENTRISM

Ethnocentrism means that an individual tends to view his or her ethnic group and/or social standards as being superior. Because of this view, many individuals think they can act as they please around other societies or cultures. They feel they can abuse or ignore the beliefs or feelings of others because they believe their own ethnic group and/or social standards are superior--superior being right, and everybody else being wrong.

Answer these questions:

1. What is an ethnocentric? _____
2. Why is it important for all of us to study other cultures? _____

3. Why do you think we are commonly called "The Ugly American" in many countries? _____
4. How might an ethnocentric act if he or she worked for an individual of another race or ethnic background? _____

5. How do students who are ethnocentric sometimes act at school? _____

6. Would it be likely that an ethnocentric would take suggestions from people of different ethnic backgrounds? _____ Why? or Why not? _____

7. How would an ethnocentric student learn from a teacher of a different race or ethnic background? _____
8. Do you think an ethnocentric person has difficulty separating fact from opinion? _____ Why? or Why not? _____
9. What affect does a person's attitude have on ethnocentrism? _____

Name _____ Period _____ Date _____

ETHNOCENTRISM

Ethnocentrism means that an individual tends to view his or her ethnic group and/or social standards as being superior. Because of this view, many individuals think they can act as they please around other societies or cultures. They feel they can abuse or ignore the beliefs or feelings of others because they believe their own ethnic group and/or social standards are superior--superior being right, and everybody else being wrong.

Answer these questions:

1. What is an ethnocentric? _____
2. Why is it important for all of us to study other cultures? _____

3. Why do you think we are commonly called "The Ugly American" in many countries? _____
4. How might an ethnocentric act if he or she worked for an individual of another race or ethnic background? _____

5. How do students who are ethnocentric sometimes act at school? _____

6. Would it be likely that an ethnocentric would take suggestions from people of different ethnic backgrounds? _____ Why? or Why not? _____

7. How would an ethnocentric student learn from a teacher of a different race or ethnic background? _____
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9. What affect does a person's attitude have on ethnocentrism? _____

TEACHER BACKGROUND INFORMATION C.S. FORD'S 33 CUSTOMS

C.S. Ford was a famous anthropologist. An anthropologist is an individual who studies different cultures. This might include customs, religious beliefs, social expectations, eating habits, health habits, marriage and death rites.

Ford discovered that there were certain cultures that viewed their race as superior. This is known as *ethnocentrism*. Throughout history, these cultures would try to impose their will on others because of that view.

In order to reduce ethnocentrism, C.S. Ford completed a universal study using as many cultures as he could around the globe. In the study, he identified 33 customs that our American society had certain "rules" about. He had various cultures across the world rank the importance of the customs on the list according to their culture. The lists were returned, and as expected, the customs vary greatly among all cultures; however, there were five customs on the list that all cultures agreed were important to their society. They are as follows:

- All cultures give their individuals a name. Names are important and many have patterns by which their names are given.
- All cultures have some form of death rites. These rites are closely connected to their religious beliefs. Death rites are an important custom in each culture.
- All cultures have some form of marriage rites. Whether they are formal or informal, some type of ceremony is used to unite a man and woman together.
- All cultures have rules governing eating--things you should or should not eat. Foods are also frequently connected with religious rites and ceremonies.
- Clothing oneself is an important part of a culture. It also provides some identity for a culture. Even in cultures that may not wear lots of clothes, the body is adorned with jewelry, paints, feathers, etc.

C.S. Ford concluded that when there is an understanding of a different culture's social habits, religious beliefs, and ceremonies, ethnocentrism is decreased.

C.S. FORD'S 33 CUSTOMS

Directions: Pick the five customs you think C. S. Ford's study found that all countries had "rules" governing. Write them on the lines in the last column.

C. S. Ford's 33 customs studied throughout the world:

Initiation rites
Clothing oneself
Being named
Vomiting
Hand-clapping
Biting
Narcotics
Treason
Swimming
Touching
Death rites
Fighting
Hunting
Licking
Cannibalism
Stretching
Whistling

Kissing
Spitting
Shouting
Adultery
Intoxication
Harm self or others
Smoking
Divorce
Belching
Running
Rape
Smacking lips
Sitting
Lying
Eating
Marriage

C. S. Ford's Findings:

1. _____
2. _____
3. _____
4. _____
5. _____

C.S. FORD'S 33 CUSTOMS - TEACHER KEY

Directions: Pick the five customs you think C. S. Ford's study found that all countries had "rules" governing. Write them on the lines in the last column.

C. S. Ford's 33 customs studied throughout the world:

Initiation rites	Kissing	C. S. Ford's Findings:
Clothing oneself	Spitting	1. <u>Being named</u>
Being named	Shouting	2. <u>Clothing oneself</u>
Vomiting	Adultery	3. <u>Death rites</u>
Hand-clapping	Intoxication	4. <u>Marriage</u>
Biting	Harm self or others	5. <u>Eating</u>
Narcotics	Smoking	
Treason	Divorce	
Swimming	Belching	
Touching	Running	
Death rites	Rape	
Hunting	Sitting	
Licking	Lying	
Cannibalism	Eating	
Stretching	Marriage	
Whistling		

CUSTOMS, MANNERS AND CULTURES

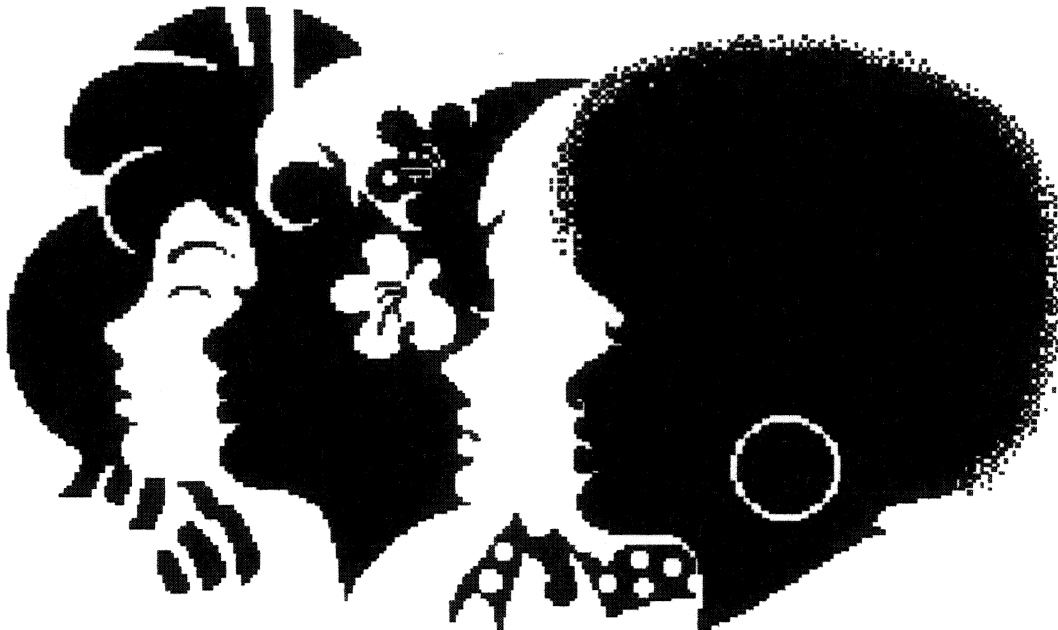
Researched by Lorre Fleming

- EATING:** U.S.- point forks up
Some countries - point forks down
Japan, China, and other oriental countries - use chopsticks
Arab countries - eat with fingers from one bowl
- BELCHING:** U.S.- bad manners
Arab countries - shows host how much they enjoyed the meal;
thanks the cook.
- SLURPING:** U.S.- bad manners
Japan - slurp as loud as you can; shows that you enjoy the food.
- GREETING:** U.S.- handshake
Japan - bow
Europe/South America - kiss each cheek
- CLOTHING:** Africans (Botswana) - only beads and paint, depending on climate
Arab countries - women are completely covered
- DEATH:** U.S. & Europe - wear black for funerals
India & China - wear white for funerals
- SHOWING RESPECT:** Tibet - stick out tongue
Japan - bow
Yugoslavia - pinches friend's cheek
Nigeria - clap
- EYE CONTACT:** U.S. - rude not to look at someone when talking
Asians & Native Americans - considered rude to look at people
when talking; disrespectful.
- CLAPPING AT A PERFORMANCE:** U.S. & England - actors bow; audience claps to thank actors.
Soviets - actors clap to thank the audience
- BODY DECORATION:** U.S. and Europe - wear jewelry
Africans/Tribes in South America - tattoos, body painting, lip
rings

CUSTOMS, MANNERS AND CULTURES

THOUGHT QUESTIONS

1. What are some of the factors that might make cultures different?
(weather, religion, geography)
2. Why are some things considered rude in one culture and polite in another?
(the way that we are raised, our society, etc.)
3. What do you think is meant by this quote: "I've learned that good manners sometimes means simply putting up with other people's bad manners." ?
4. How have other cultures made the U.S.A. a better place to live?
5. What are some contributions other cultures have made to our society?
6. What are some guidelines for appropriate behaviors when visiting other countries?
7. Why is it important that we be tolerant and understanding of different behaviors when people from other countries visit the U.S.A.?



THE LIFE BOAT

You are to work on this assignment as a group, elect a spokesperson, and report your conclusion to the class. In your report, you are to state why you made the decisions that you did. Here is the scenario:

A luxury liner, the Princess Victoria, crashes in the ocean. The only survivors have made their way to a salvaged life boat. Seven people are adrift on the seas for two days. Then it is discovered that there is only enough food and water on the life boat to continue supporting five people. The rations cannot be shared with seven survivors. Two survivors must be sacrificed.

It is your job to determine which two survivors must be abandoned. A brief description of each of the survivors follows:

John Smith-45, captain of the Princess Victoria

Will he stay or go? _____ Why? _____

Abdul Rahman-50, an Iraqi ambassador

Will he stay or go? _____ Why? _____

Rose Kelly-25, a pregnant homemaker

Will she stay or go? _____ Why? _____

Wendi Jones-14, junior high student

Will she stay or go? _____ Why? _____

Col. Richard Blade- 60, retired green beret

Will he stay or go? _____ Why? _____

Jim Kelly- 30, Rose's husband and a computer expert

Will he stay or go? _____ Why? _____

Rev. Robert Whittaker- 27, pastor of a Presbyterian Church

Will he stay or go? _____ Why? _____

Remember--without exception, two people have to go! Justify your answers.

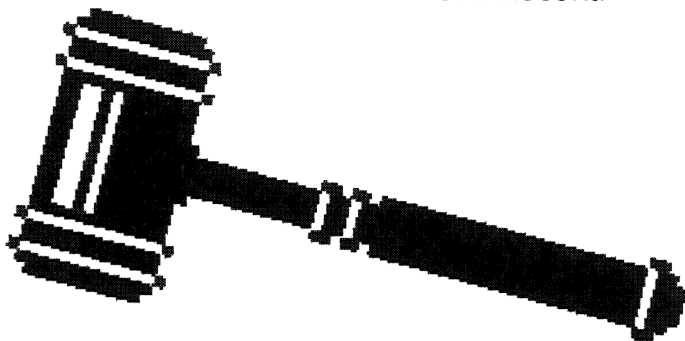
JUDGE AND JURY ACTIVITY GUIDE

Set up the classroom to be like a court room. Assign a specific student to be each of the following players:

Judge	Oversees the court, keeps order, follows procedures established by the class.
Defense Attorney	Defends the person being charged with the crime. Tries to convince the jury of the client's innocence, or lighten the sentence by justifying the client's actions.
Defendant	Is the person being charged with the crime. Must answer questions asked by either attorney and/or the judge.
Prosecuting Attorney	Presents evidence against the defendant and tries to prove his/her guilt.
Plaintiff	Is the person who is accusing the defendant of the crime; the victim. This may be a person or a representative of the state or federal government.

The remainder of the class members are the:

Jury	Listens to both sides of the argument and decides if the defendant is guilty or innocent. They can then decide on a fair punishment if they find the defendant guilty, or they can acquit the defendant if they find him/her innocent.
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**JUDGE AND JURY
SAMPLE COURT CASE
Any City, U.S.A.**

A family held a birthday party for their one-year-old child. During the party clean-up, the parents noticed the child was choking and turning blue. They tried to administer the Heimlich maneuver to the child, but were not successful because it was a balloon that was lodged in the child's throat. Emergency workers rushed the child to the hospital, but by the time the balloon was removed and the child stabilized, severe brain damage had resulted. In fact, there was no sign of brain activity at all. The baby was put on life support systems to keep his heart and lungs working.

For the next week the parents stayed with the baby around the clock, hoping for signs of improvement. But none came. So they asked the doctors to turn off the life support systems and let their child die, but they were told that the hospital had regulations that would not allow them to be turned off. After several attempts to get the hospital to comply with their wishes, the parents became distraught.

One afternoon the father came to the hospital, went into the child's room, pulled out a gun, and demanded that everyone leave the room. He then picked up his child, held him in his lap, and turned off the life support systems. Within a few minutes the child died.

The father then put down the gun, allowed the hospital security to enter the room, take his gun, and arrest him. He was charged with manslaughter in the death of his son.

UP, UP AND AWAY SCENARIO

You are a member of Hot Air Balloon Exploring Post 533 and have been an active explorer for three years. You and a friend decide to balloon from California to the Eastern seaboard. The exploring post is sponsoring your flight to promote the "Sky Sailors".

You and a friend launch from San Diego, California and rise to 25,000 feet to catch the jetstream. You must fly eastward where your flight path will take you directly over the Rocky Mountains in Colorado. Your speed varies from 40 mph to 100 mph and the flight is quite smooth.

It is peaceful and magnificent at 25,000 feet. As you approach the Rockies you notice the weather changing. It is getting icy and you begin to lose altitude. You can't drop below 12,000 feet or you will risk crashing into a mountain peak. You've already dropped 400 of your 500 pounds of sand. You are losing altitude at 100 feet a minute.

You are quite concerned. The terrain is much too rough to land. Your only hope for survival is to climb to a higher altitude. The ice is building on the surface of the balloon and gondola. You attempt to raise the balloon by increasing the temperature of the air inside the balloon, but the regulator malfunctions. You continue losing altitude and the peaks are within ten minutes. You must gain altitude or you and your friend will surely die if you crash in the wilderness.

Your last hope is to remove as much weight as possible from the gondola in hopes the balloon will climb to 12,000 feet. You look around the gondola and find the following fifteen items:

1. Bedroll and raincoat
2. Dufflebag of extra clothing
3. Compass
4. Flashlight
5. Five-gallon metal container of water
6. Quart jar of jellybeans
7. Storage battery
8. 100 lbs. of sand in bags
9. Portable toilet
10. Aircraft radio # 1 (with weak batteries)
11. Aircraft radio # 2 (with dead batteries)
12. CB radio # 1
13. CB radio # 2
14. C-Rations
15. Lighting system which works off the storage battery

UP, UP AND AWAY ACTIVITY GUIDELINES

The following narrative provides a step-by-step process for implementing this activity. The primary purpose is to help students understand and believe in the power that exists within a group when all members are actively involved. The activity should go as follows:

1. Individuals use critical thinking skills to rank the fifteen items.
2. Teams use critical thinking and communication skills in order to rank the fifteen items.
3. When the students have finished, read the correct rankings which were provided by expert balloonists. As you read the rankings and lead the class into a discussion of how they ranked each item and why, you will notice some disagreement with the rankings; however, take caution not to engage in too much discussion of the rankings because that's not the important part or focus of the activity.
 1. 100 lbs. of sand in bags
 2. Portable toilet
 3. CB radio # 1
 4. Aircraft radio # 2 (with dead batteries)
 5. Lighting system which works off the storage battery
 6. CB radio # 2
 7. Storage battery
 8. Aircraft radio # 1 (with weak batteries)
 9. Five-gallon metal container of water
 10. Dufflebag of extra clothing
 11. Bedroll and raincoat
 12. Compass
 13. Flashlight
 14. C-Rations
 15. Quart jar of jellybeans

Why keep the quart jar of jellybeans? You can pour out the jellybeans and put water in the jar. You need to get rid of the 5-gallon metal container because of its weight. The jellybeans could also provide energy if necessary.

4. Major concepts to stress:
 1. The importance of working together in a group when critical thinking is necessary
 2. The importance of communicating clearly and openly
 3. The importance of listening and learning from each other
 4. Tough decisions must be made when survival is the focus.

Name _____ Period _____ Date _____

TASK ONE: INDIVIDUAL ASSESSMENT

All of the items in the gondola are standard supplies; however, if you don't remove something, you will surely crash into the Rockies. Having assessed your situation, you determine which item should be removed first, second, and so forth through the fifteenth item. You should individually rank the fifteen items listed in Column 1 and place your rankings in Column 2. Place the number 1 by the item you believe can be thrown overboard first; the item you rank as 15 should be the most important to your survival.

Column 1 Gondola Items	Column 2 Individual Ranking	Column 3 Team Ranking	Column 4 Experts Ranking
1. Bedroll and raincoat			
2. Dufflebag of extra clothing			
3. Compass			
4. Flashlight			
5. Five-gallon metal container of water			
6. Quart jar of jellybeans			
7. Storage battery			
8. 100 lbs. of sand in bags			
9. Portable toilet			
10. Aircraft radio # 1 (with weak batteries)			
11. Aircraft radio # 2 (with dead batteries)			
12. CB radio # 1			
13. CB radio # 2			
14. C-Rations			
15. Lighting system which works off the storage battery			

TASK TWO: GROUP ASSESSMENT

Now, you and your team have the opportunity to work together and come to a consensus about the items. Rank the items listed in Column 1 and record them in Column 3 just like you did in TASK ONE.

WHAT WOULD YOU DO?

The wind howled outside, confusing the falling snow with the drifting mounds until the landscape was a white, whirling blur. The windowpane felt cold, but inside the air was warm and there was no need for a sweater. The glow of the lamps added to the feeling of warmth, security, and comfort. It was pleasant to settle back and forget the blizzard outside.

Suddenly, the lights flickered and went out. The house was quiet: the refrigerator was no longer clicking on and off, the furnace blower had ceased to whirl, the radio, television and clocks had all stopped. The bubbling pot of stew stopped cooking on the stove and the biscuits in the oven fell. Even the washing machine and dishwasher had stopped only half way through their automatic cycles. No water flowed from the tap because the well pump was electric.

Some major concerns:

- How will we stay warm?
- How will we see in the dark?
- How will we get water to the house?
- How will we eat?
- How will we wash our clothes?
- How will we get supplies to our home with the snow drifts around it?
- What will we do?
- How will we cook?

In this day and age of technology, we take many conveniences for granted. What would happen if we had to go back to the olden days?

Name _____ Period _____ Date _____

CRITICAL THINKING: MY SITUATION

Directions: Select a personal problem or situation you are facing that is troubling you. Apply the steps of the critical thinking process to your personal situation and see if you can develop a plan to turn the situation around.

1. Identify and describe the problem or situation:

2. Discriminate between facts and opinions about the problem or situation.
List some facts:
A. _____
B. _____
C. _____

List some opinions:
A. _____
B. _____
C. _____

3. What positions can you take about the problem or situation and what would be the consequences? (What alternatives do you have?)
A. Alternative #1: _____
 Consequence: _____
B. Alternative #2: _____
 Consequence: _____
C. Alternative #3: _____
 Consequence: _____

4. Identify personal or family values that conflict with your decisions in this situation. _____

5. What is your decision or plan to handle the problem or situation? _____

Defend your position based on logic. (How will you respond if asked to defend your decision and/or action?) _____

Name _____ Period _____ Date _____

WHAT IF.....?

Directions: For each scenario below, develop a plan by which differences can be settled with integrity and you will experience the least amount of embarrassment. Use the critical thinking process.

WHAT IF...

1. ...your friends have been drinking and decide to take a ride up the canyon? You are the passenger of the car and your friends argue that they are in control and can handle themselves.

2. ...your friends want you to go down an advanced ski run? You ski, but not quite well enough for an advanced run. They say, "Oh, it's not that bad!" You protest and they say that you are a wimp!

3. ...your friend decides to test out his new car by dragging with a friend down a lonely road? You don't feel comfortable and suggest that he take you home first. He can't believe that you don't want to go.

4. ...you are asked to go hiking in an area that is quite treacherous? You really don't know how or have the proper gear. Your friends say that they can't go if you don't go and you won't be a friend if you don't go with them.

5. ...your friends are tubing down a irrigation canal that has signs posted "NO SWIMMING OR TUBING!" They make fun of you when you tell them you don't want to go.

Name _____ Period _____ Date _____

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Directions: For each scenario below, develop a plan by which differences can be settled with integrity and you will experience the least amount of embarrassment. Use the critical thinking process.

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