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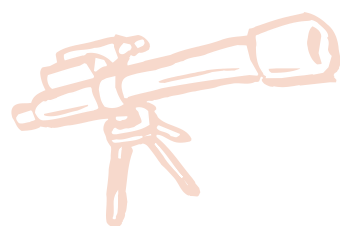
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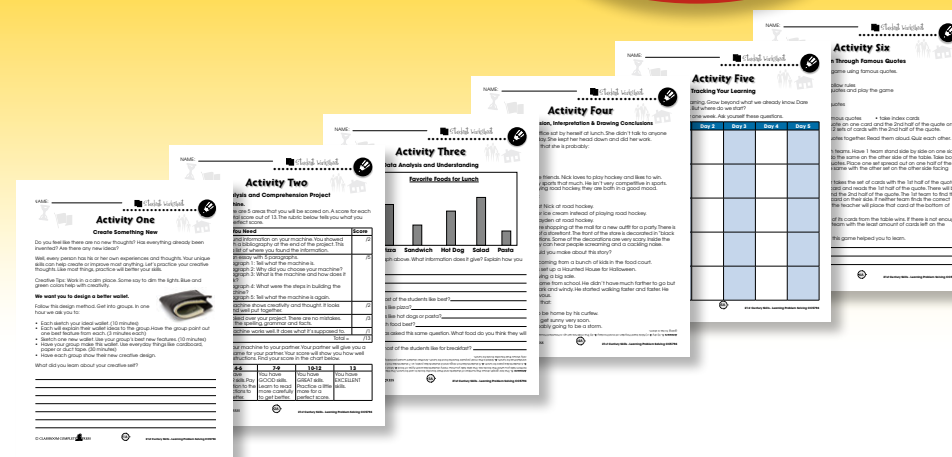
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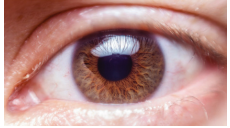
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Critical Thinking & Creativity Skills


Critical thinkers love puzzles. They help you improve logic and reason. Try these puzzles to sharpen your analytical skills.


1. **P** 


2. **RIGHT** 


3. **WEAR LONG** 


4. 

5. **STANDING MIS** 

6. **RO AD** 

7. 

8. 

9. **E**
B A
T 

Critical Thinking & Creativity Skills

What Is Critical Thinking? - Fact or Opinion

Critical Thinking is thinking simply and clearly. It means you can think on your own. It means you can understand things. The critical thinking skills are:

Knowing who, what, where, when, and how.

Understanding the facts and ideas.

Using the facts and rules.

Studying the ideas and putting them into smaller parts.

Combining ideas together to make a whole idea.

Making your own decisions and opinions.

Having these skills can help you understand things better. It can help you recognize and make arguments. It can help you find errors in ideas. It can help you work out a problem better.

This can be a hard process. Here is an exercise to help you start to think critically. Are the following FACTS or OPINIONS?

- FACT/OPINION** a) Apples are a great fruit.
- FACT/OPINION** b) That is the best show.
- FACT/OPINION** c) Mount Everest is the tallest mountain in the world.
- FACT/OPINION** d) It is raining right now.
- FACT/OPINION** e) Dogs make better pets than cats.
- FACT/OPINION** f) Two out of three people use the Internet.
- FACT/OPINION** g) That flower is beautiful.
- FACT/OPINION** h) The Internet is a great source of information.
- FACT/OPINION** i) Fractions are hard.
- FACT/OPINION** j) You can find out about a lot of things on the Internet.
- FACT/OPINION** k) The Earth rotates around the Sun.
- FACT/OPINION** l) It should be sunny this weekend.
- FACT/OPINION** m) The movie got really good reviews.

Critical Thinking & Creativity Skills

Logical Reasoning - Drawing an Inference

Being a good CRITICAL THINKER is being able to reason with logic.

W_e_u_s_e_inference_a_l_l_th_e_t_i_m_e_t_o_r_e_a_d_b_e_t_w_e_e_n_th_e_l_i_n_e_s_.

- You make a conclusion by what you see or hear.
- You may say that based on the information, I think this...

Examples of an inference

Sally arrives home at 4:30, her mom usually gets off work at 5:00. Sally also sees that the lights are off. Sally can infer that her mom is not home.

Jordan sees cookie crumbs on the floor. Jordan can see chocolate around his sister's mouth. Jordan can infer that his sister ate some cookies.

Read each passage and answer the questions that follow.

"Wow! This line is really long," said Julia. "I am not sure that we are going to make it in."

"I think we will," said Andre. "After all, not all of these people in line are going to the same one we are."

"Okay," said Julia. "Why don't I wait in the line. You go ahead and get the popcorn."

- a) Where are Julia and Andre? Give at least one detail from the text.

Mom arrived home to see a hole in a window. She found a baseball and glass on the floor. She could hear cheering coming from the neighbor's backyard. Looking out the window, she saw a boy running around the bases.

- b) What can you infer about the hole in the window? Give at least one detail from the text.

Critical Thinking & Creativity Skills

Critical Thinking and Problem-Solving Scenario

The school plans a class trip. The class trip is to a remote town. They were going to help build a school for less fortunate kids. They are on an airplane and there is a storm. There is some turbulence and something happens to the plane. The plane crashes on a remote island. There are some injuries but everyone has survived. The teacher and the pilot are injured and will need care.

The students will need to work together. They will need to find ways to survive until they are rescued. In the chart below, brainstorm ideas on what you will need to do to survive. The first one has been done for you.

Problem	Plan	Solution
You need shelter.	Gather tree branches, parts of the plane, etc.	Build shelters for everyone to keep warm and dry.

When you have completed the chart, have a class discussion.

1. Did you do everything needed? Explain.

2. What else could you have done?

3. Did everyone work together?



Critical Thinking & Creativity Skills

The Importance of Critical and Creative Thinking

When a problem occurs, it is important to make the right choice. Critical thinking allows us to weigh the pros and cons. This helps in making the best decision to achieve the goal. Sometimes critical thinking alone won't help solve the problem. At this point, the Creative thinking process can work alongside it.

Creative thinking allows us to come up with new or innovative ways to approach a problem. This process of using both Critical and Creative thinking also works well in groups for brainstorming.

In the workplace, the use of Critical thinking will help make better decisions. Fewer mistakes will be made and everyone will feel equally involved.

1. Which is it? Creative or Critical Thinking? (Circle) the right answer.

- CREATIVE/CRITICAL a) Innovate
- CREATIVE/CRITICAL b) Reduce possibilities
- CREATIVE/CRITICAL c) Reflect
- CREATIVE/CRITICAL d) Inference
- CREATIVE/CRITICAL e) Brainstorm
- CREATIVE/CRITICAL f) Visual

A fact states a thing that:	An opinion states a thing that:
happens	is believed to have happened
has already happened	is believed to exist
is real or exists	is believed to be true

2. For each topic below, write one FACT and one OPINION.

- a) Bananas FACT: _____
OPINION: _____
- b) Wheels FACT: _____
OPINION: _____
- c) Manatees FACT: _____
OPINION: _____



Critical Thinking & Creativity Skills

Workplace Problem - Using Creative and Critical Thinking Skills

Here are workplace problems. Solve them. Use your creative and critical thinking skills.

1. You work in a grocery store. A customer asks if you have a certain item. You know for a fact that you don't. The customer won't take no for an answer.

2. You work at a clothing store. A customer wants to return some clothes. They don't have the receipt. The tags are still on, and the customer remembers the name of the employee that sold them.

3. Your job is tech support for a cell phone company. You get a call from a customer who is not happy with their phone bill. The customer was charged an extra \$100.

4. BONUS MATH QUESTION: Hunter has 56 chocolate bars. He wants to share them evenly with his 7 friends. How many chocolate bars will Hunter and his friends have?



Bloom's Taxonomy

Bloom's Taxonomy for Reading Comprehension

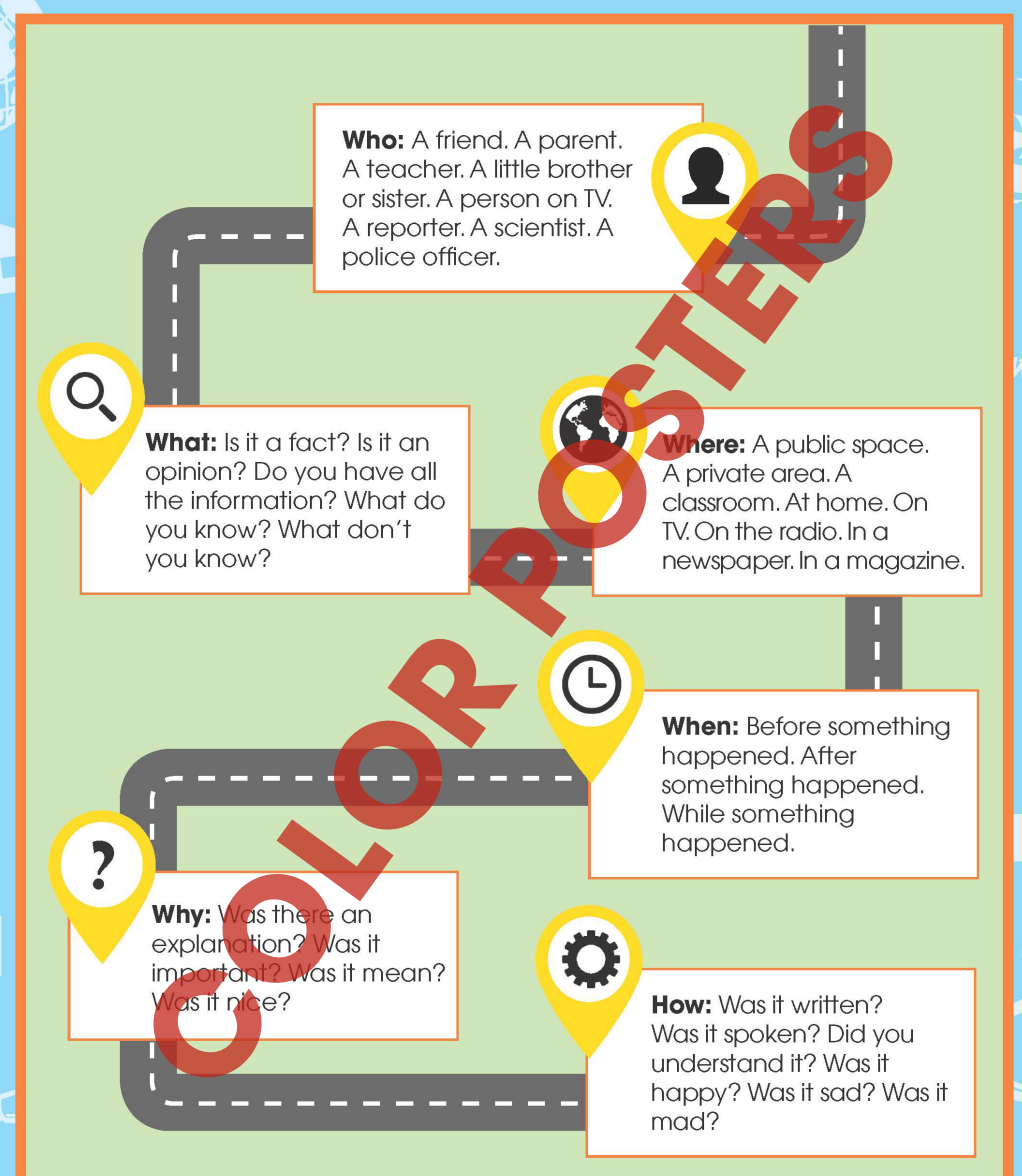
The activities in this resource engage and build the full range of thinking skills that are essential for students comprehension. Based on the six levels of thinking in Bloom's Taxonomy, assignments are given that challenge students to move beyond the worksheet to understand the information through higher-order thinking. By using higher-order skills of remembering, understanding, applying, analysing, evaluating, and creating, students become active learners, drawing more meaning from the information, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask and interesting content, which promote creative and meaningful learning.

Vocabulary

- Analyze:** To break it down to gain a better sense of the job.
- Auditory Learner:** Learning with your ears. You need to be told or hear something to know it.
- Comprehend:** To understand the meaning.
- Conclusion:** The end or finish. A decision reached by reasoning.
- Creative Thinking:** To come up with new ways to approach a problem.
- Creativity:** To make meaningful new ideas, methods or ways.
- Critical Thinking:** Able to reflect, assess and judge something.
- Fact:** Can be proven and is true.
- Fixed Mindset:** Thinks you are born with your skills and talents.
- Growth Mindset:** Thinks skills can grow over time with hard work.
- Inferences:** A conclusion reached.
- Learning:** To get knowledge of or skill in, by study, instruction or experience.
- Mindset:** An attitude or mood.
- Opinion:** How you or someone feels about a topic.
- Physical Learner:** Learning with your hands. You need to try something to know it.
- Prediction:** A guess as to what will happen.
- Problem-Solving Process:** A series of actions that help find answers to something that needs taken care of.
- Problem-Solving Skills:** How you find issues and answers.
- Problem:** Something that needs to be taken care of.
- Process:** A series of actions directed to some end.
- Solving:** To find an answer to something.
- Verbal Learner:** Learning with a book. You need to read something and write it down to know it.
- Visual Learner:** Learning with your eyes. You need to see something or see it in your mind to know it.

Critical Thinking Questions Roadmap



NAME: _____



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FACT/OPINION

f) Two out of three people use the Internet.

FACT/OPINION

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j) You can find out about a lot of things on the Internet.

FACT/OPINION

k) The Earth rotates around the Sun.

FACT/OPINION

l) It should be sunny this weekend.

FACT/OPINION

m) The movie got really good reviews.

OPINION

b) **OPINION**

c) **FACT**

d) **FACT**

e) **OPINION**

f) **FACT**

g) **OPINION**

h) **OPINION**

i) **OPINION**

j) **FACT**

k) **FACT**

l) **OPINION**

m) **FACT**

7

Answers will vary, but may include:

a) Julia and Andre are at the movies.

b) The hole in the window was caused by a baseball that broke through it. It was hit by the players playing outside.

8

Answers will vary.

9

1.

a) **CREATIVE**

b) **CRITICAL**

c) **CRITICAL**

d) **CRITICAL**

e) **CREATIVE**

f) **CREATIVE**

2.

Facts and opinions will vary.

10

EASY MARKING ANSWER KEY